

IU Southeast

Welcome to the Indiana University Southeast Bulletin!

The Bulletin gives you information on all aspects of student life at IU Southeast, including:

- Admissions
- Academic calendar with important dates
- Degree programs and course descriptions
- Advising
- Administration (registration, residence requirements, tuition, financial aid)
- Clubs and organizations
- Support services (tutoring, mentoring)
- Campus map and directions

The Bulletin is here to serve you, and to support your academic journey.

Whether you are just out of high school or are returning to finish or add to your degree, we are happy to provide resources to help you meet your personal or professional goals.

IU Southeast Leadership

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- **Uric B. Dufrene**, Ph.D., Executive Vice Chancellor for Academic Affairs
- **Dana C. Wavle**, M.B.A., Vice Chancellor for Administration and Finance
- **Betty Russo**, M.B.A., Vice Chancellor for Advancement
- **Amanda Stonecipher**, M.A., Vice Chancellor for Enrollment Management & Student Affairs
- **Beth Van Gordon**, Regional Chief Information Officer, Information Technology

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- **Donna J. Dahlgren**, Ph.D., Dean of Student Success and Persistence and Director, First Year Seminar Program
- **Sara Walsh**, Ph.D., Director, Master of Interdisciplinary Studies Program
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- **James Hesselman**, M.F.A., Dean, School of Arts and Letters
- **James H. McTyier**, J.D., Registrar
- **Robin K. Morgan**, Ph.D., Director, Institute for Learning and Teaching Excellence
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- **C. Martin Rosen**, M.S., Director, Library Services
- **Kelly A. Ryan**, Ph.D., Dean, School of Social Sciences

- **Angela M. Salas**, Ph.D., Associate Vice Chancellor for Academic Affairs and Director, Honors Program
- **Ron Severtis**, M.A., Director, Institutional Effectiveness
- **Matthew Springer**, M.A., Coordinator, Office of Disability Services
- **Andrew B. Takami**, B.A., Director, Purdue College of Technology
- **Rebecca Turner**, M.Ed., Director, Advising
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- **Stephen Miller**, B.S., Chief of Police and Safety
- **Rob Poff**, M.S., Executive Director, Facility Operations
- **Kirk Randolph**, B.A., Director, Paul W. Ogle Cultural and Community Center

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- **Christopher Crews**, M.S., Director of Recruitment and Admissions
- **Michael A. Day**, Psy.D., Personal Counselor, Personal Counseling Services
- **Joseph M. Glover**, M.B.A., Director of Athletics
- **June J. Huggins**, M.S., Director of the Center for Mentoring
- **C. Danielle Leffler**, M.S., Director of Career Development
- **Abbie E. Dupay**, M.A., Director of Residence Life and Housing

Beth Van Gordon, Regional Campus Chief Information Officer, University Information Technology Services

- **Steve Bennison**, Director, IT Support Services
- **Nicholas Ray**, B.S., Executive Director of Information Technology
- **Lee Staton**, B.S., Director, IT Media & Communications

About IU Southeast

Founded in 1941, Indiana University Southeast, a regional campus of Indiana University, is a public, comprehensive

university located in New Albany, Indiana, just across the Ohio River from Louisville, Kentucky.

We draw students primarily from 11 counties in our Southern Indiana service area, as well as from seven counties in the Louisville metro area of Kentucky, who qualify for in-state tuition.

IU Southeast conferred its first graduate credential, a Master of Science in Elementary Education, in 1971. Today, the university offers Masters degrees in Business and Finance, Criminal Justice, Education and Education-based Counseling, English, Interdisciplinary Studies, Liberal Studies, Mental Health Counseling, and Nursing; as well as graduate certificates across multiple disciplines.

Classes are held at our main 177-acre campus in New Albany and the Graduate Center in Jeffersonville, and in a variety of formats, including online, face-to-face and hybrid designs, to serve the varying needs of our diverse graduate student body. Some programs are 100% on line.

Mission & Vision

IU Southeast: Our Vision Statement

IU Southeast will become one of the nation's leading student-centered, comprehensive regional universities.

IU Southeast: Our Mission

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, IU Southeast provides high-quality programs and services that promote student learning and prepare graduates for productive citizenship in a diverse society; and to contribute to the intellectual, cultural, civic, and economic development of our region. Our faculty engage in research and creative activity that support teaching and learning and create opportunities for students to participate in applied learning. We are committed to constructive engagement in our local and regional community, marshaling our institutional and human capital toward the strengthening of our region as a place to work, build productive lives, and ensure the prosperity of future generations.

IU Southeast: Diversity Statement

Diversity is the valuing and respecting of difference, including socio-economic status, race, religion, gender, gender identity, sexual orientation, disability, veteran status, cultural and international origin, and other groups traditionally underrepresented at the university and in society. We grow and evolve as a university through seeing equality and representation as a goal and human right for everybody. Indiana University Southeast is committed to recruiting students from diverse populations and to making the climate and curriculum welcoming

and equitable. Students will leave the university with a raised level of awareness of the history of equality and difference and attain international awareness, so that their understanding of academic disciplines, society, and the workplace will be enhanced; and they will be receptive to and promote valuing and respecting difference in their lives and in the workplace.

Core Values

Core values are the authentic guiding principles that define who we are as a university and what we stand for as an institution. They are the timeless values about which we feel passionately—values we would continue to honor even if our circumstances changed in a way that penalized us for holding to them. Because core values define who we are as a university, they act as the foundation upon which we build our mission, vision, and strategic plan.

Nurturing Environment

- We foster a caring campus community that honors diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.

Holistic Learning

- We provide a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential. We seek ways to improve upon the quality and service we provide to students.

Integrity

- We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision-making, and practice ethical behavior in all we do.

Connectedness

- We engage with and support the many communities to which we belong and from which we draw our strength and potential. We go to extraordinary lengths to serve our communities efficiently and knowledgeably.

These values will enliven discussion and inform our daily decision-making process. Our Core Values are placed with our Vision and Mission Statements to remind us of our common purpose and to tell others interested in our campus who we are and what we stand for. Please join us in openly embracing these values as an integral part of the IU Southeast community.

Academic Life

IU Southeast is a primarily a teaching institution where degreed faculty members invest time and effort in helping their students succeed as learners and leaders.

Across the disciplines, we emphasize the development of core skills, including critical thinking, research methods, writing, mathematics, and computer literacy.

IU Southeast requires that all degree candidates, regardless of major, take a solid foundation in arts, letters,

mathematics and sciences to acquire the breadth of knowledge that is expected of today's college graduates and is vital to success in a changing world.

Our academic calendar is divided into four sessions: fall and spring semesters of 15 weeks each, and two six-week summer sessions. Students may enter at the beginning of any of these sessions. Weekend classes are offered during the fall and spring semesters. Occasionally, a course may have a special calendar.

Flexibility is important to our students, and to us.

Courses are held from 8 a.m. until 10 p.m., to make it easier for you to balance school with work or family obligations. Courses are also available on Friday nights and Saturdays to extend your study alternatives. Parents may wish to take advantage of our highly rated Children's Center. Online classes are also available across different degree programs, and you may also pursue online courses through the IU Online Class Connect program. Some programs, such as the Bachelor of Applied Science, are available completely online.

Students are encouraged to enhance their academic experience by taking advantage of special options such as the Honors Program, research opportunities, study abroad and internships.

Academic Programs

Indiana University Southeast offers a wide range of undergraduate and graduate degree programs as well as certificates at both levels.

Courses are on campus, online and a combination of the two (hybrid).

The Student Body

IU Southeast is home to a diverse and eclectic student community numbering more than 5,000 people who come together from Indiana, Kentucky, as well as other states and countries.

Besides our core of traditional students who arrive straight out of high school or homeschool, nearly one-third of our community consists of nontraditional students such as adult learners and veterans, who play a prominent role in shaping campus life.

Students are involved in more than 100 groups and organizations, including sororities and fraternities. The Grenadiers (NAIA) compete in men's and women's varsity sports ranging from men's and women's basketball to tennis and volleyball. IU Southeast students are also deeply involved in their communities, both as individuals and as part of academic programs that offer or integrate internship, service learning and volunteer opportunities.

From internships at the White House to field study in the Amazon jungle, IU Southeast students bring the campus to the world, and the world to campus.

The Campus

IU Southeast is one of the most beautiful and distinctive campuses in the Indiana University system.

With scenic Floyds Knobs as a backdrop, the campus features ten modern red brick academic buildings in a park-like setting.

The Lodges are home to over 400 student residents. The Ogle Center, with stages for music and theater used by student and professional performers, is a cultural magnet for the region. The Athletics complex, home of the Grenadiers, houses facilities for baseball, basketball, tennis and volleyball, as well as a gymnasium for student use.

The IU Southeast campus is safe, walkable and convenient, with ample parking close to where you need to go, and easy access to I-265.

Close to historic downtown New Albany, the campus is also within easy reach of Louisville attractions and opportunities.

For students in fields ranging from education and nursing to accounting and journalism, the proximity of Fortune 500 companies and a wealth of private, public and nonprofit entities means an endless source of internship and employment possibilities.

Our location also means relaxation and regeneration, through attractions such as the Kentucky Center for the Arts; Churchill Downs, home of the Kentucky Derby; Louisville Waterfront, home to events such as Forecastle Festival and WorldFest; the Speed Art Museum; the Muhammad Ali Center; and much more.

Equally accessible is the area's natural beauty: the Falls of the Ohio State Park, Hoosier National Forest and southern Indiana hill country, Patoka Lake recreation area, Clifty Falls State Park, Charlestown State Park, to name just a few places where you may enjoy a variety of outdoor activities.

The IU Southeast Graduate Center is located in Jeffersonville, Indiana, across the river from downtown Louisville via the Clark Memorial ("Second Street") Bridge, in close proximity to business and cultural opportunities in both communities.

Campus Map

Campus Directory Academic Advising*

Students who are new to IU Southeast and who have declared a major can expect to receive academic advising from a professional advisor in the School that offers his/her intended academic program, the locations of which are as follows:

- Arts and Letters, Knobview Hall 110
- Business, Hillside Hall 221
- Education, Hillside Hall 108
- General Studies Program, University Center South 207
- Natural Sciences, Life Sciences Building 258
- Nursing, Life Sciences Building 276
- Social Sciences, Crestview Hall 140

Students without a declared major will receive academic advising in the Advising Center for Exploratory Students, located in University Center South 207.

*Transient, visiting, special graduate, and high school students should contact the Office of Admission to be directed to the appropriate advising office.

Accounting Services/Bursar Collection of student fees, University Center South 103

Admissions, Office of University Center 102

Adult Student Center Programs and Services, University Center South 206

Advancement University Center South 155

Alumni Engagement & Annual Giving University Center South 202

Athletics Schedules and general information, intramurals, Athletic Office, Activities Building

Audio Visual Aids IT Media and Web Services, Knobview Hall 014

Bookstore Books and supplies, University Center South 007

Bulletin Boards, Kiosks, and Posters Regulations pertaining to use, Campus Life, University Center South 010

Campus Life Clubs and organizations, orientation, leadership programs, Campus Life, University Center South 010

Career Development Center University Center South 106

Center for Mentoring University Center South 205

Chancellor University Center South 156

Chief Information Officer Knobview Hall 014

Children's Center Care for children of IUS students and employees, Children's Center

Counseling Personal Counseling Services, University Center South 243

Development University Center South 151

Disability Services University Center South 207

Emergency and Police Service University Police, University Center 027

Executive Vice Chancellor for Academic Affairs University Center South 152

Financial Aid Office Work-study, grants, student loans, and scholarships, University Center South 105

First Aid University Police, University Center 027

Grants University Center South 202A

Grade Reports Registrar, University Center South 107

Honors Program Knobview 235

ID Cards (UCard) IT Help Desk, University Center South 212

Information Desk University Center 101

Information Technology

- Media and Web Services, Knobview Hall 014
- Support and Communications, University Center South 212
- Systems and Operations, Crestview Hall 030

Language Lab Knobview Hall 230

Library Library Building

Lost and Found University Police, University Center 027

Marketing and Communications University Center South 240

Mathematics Lab Physical Science 015

Metroversity Information Registrar, University Center South 107

Notary Service Human Resources, University Center South 244

Parking Permits University Police, University Center 027

Payments and Refunds Accounting Services/Bursar, University Center South 103

Photocopying Library Library Building

Police University Police, University Center 027

Publications Bulletins, class schedules, brochures, directories, etc., Information Desk, University Center 101

Records Grades, insurance certification for students in good standing, name and address changes, transcripts, etc., Registrar, University Center South 107

Registrar University Center South 107

Residence Life and Housing Meadow Lodge 103

Room Reservations Dining and Conference Services, University Center

Schedule Changes Drop and add, withdrawal forms, Registrar, University Center South 107

Student Development Center Placement testing, tutoring, Knobview Hall 233

Student Employment Career Services University Center South 106

SGA Senators University Center 024

Student Government Association University Center South 014

Student Health Insurance Information Information Desk, University Center South

Student Newspaper Horizon, University Center South 020

Ticket Sales Ogle Center, OG 147; Athletics, Activities Building

Veterans Information Veterans Affairs, Office of the Registrar, University Center South 107

Vice Chancellor for Administrative Affairs University Center South 156

Vice Chancellor for Enrollment Management & Student Affairs University Center South 155

Writing Center Knobview Hall 208

Accreditation

Indiana University Southeast is accredited by The Higher Learning Commission located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: (800) 621-7440.

Accreditation Planning Committee

Members: Angela Salas (Chair), Uric Dufrene, Courtney Block, Donna Dahlgren, Steven Krolak, Jay McTyier, Robin Morgan, Ryan Norwood, Jeffrey Perry, Chris Proctor II, Kirk Randolph, C. Martin Rosen, Kelly Ryan, Ron Severtis Jr, Sara Spalding, Amanda Stonecipher, Dana Wavle, Jeremy Wells.

The committee is charged with preparation for the next accreditation review, which will occur September 9-10, 2019.

Timeline

IU Southeast has chosen the Open Pathway option for accreditation review. The next full review and visit will occur September 9-10, 2019.

For additional details regarding the timeline, see the [HLC Open Pathway Transition Map](#).

Resources

- [HLC Criteria for Accreditation and Core Components](#)
- [Faculty Qualifications](#)
- [Faculty Qualifications Verification](#)
- [2009-10 Accreditation Review](#)

Professional Accreditation

Specific programs are accredited by the following organizations:

AACSB—The International Association for Management Education

600 Emerson Road, Suite 300
St. Louis, MO 63141-6762
(314) 872-8481

American Chemical Society

1155 Sixteenth Street NW
Washington, D.C. 20036
(202) 872-4589

Commission on Collegiate Nursing Education

655 K Street NW, Suite 750
Washington, D.C. 20001
(202) 887-6791

Indiana Professional Standards Board

101 West Ohio Street, Suite 300
Indianapolis, IN 46204
(317) 232-9010

Indiana State Board of Nursing

Bureau of Health Professions
402 W. Washington Street, Room 041
Indianapolis, IN 46204
(317) 232-2960

National Council for Accreditation of Teacher Education

2010 Massachusetts Avenue NW, Suite 500
Washington, D.C. 20036-1023
(202) 466-7496

Accreditation Board for Engineering and Technology

111 Market Place, Suite 1050
Baltimore, MD 21202
(410) 347-7700

Contact Information

Indiana University Southeast
4201 Grant Line Rd.
New Albany, IN 47150
(812) 941-2333
<https://www.ius.edu/>

Admissions

Your first step to starting your graduate studies at Indiana University Southeast is to complete and submit the necessary application materials. Each of the departments offering graduate credentials establish and apply its own admission selection criteria, but all graduate students can apply for their program of choice through a common application portal.

Indiana University Southeast is committed to the goals of quality, diversity, and access in admission policies. Applications should demonstrate combinations of academic preparations, aptitude, motivation, and maturity that indicate a reasonable chance for success in IU Southeast's academic programs. In its admission policies, IU Southeast supports and complies with Affirmative Action regulations.

For more information on the admissions process in each of the schools offering graduate credentials, see below links.

- • • School of Arts and Letters
- • School of Business
- • School of Education
 - Master of Science, Elementary Education
 - Master of Science, Secondary Education
 - Master of Science, (School) Counseling
- • School of Social Sciences
 - Master of Science, Criminal Justice and Public Safety
 - Master of Interdisciplinary Studies
 - Master of Arts, Mental Health Counseling
- • School of Natural Sciences
- School of Nursing

Requirements for Entering Students

Academic success at the college level depends upon a range of factors in addition to academic preparation, including verbal, writing, quantitative, and reasoning abilities; academic motivation, work, persistence; and academic maturity. IU Southeast uses a student's performance in high school course work as a primary indicator of abilities, motivation, persistence, and maturity. In addition, current high school seniors and recent graduates must submit scores from a nationally standardized college admissions examination (SAT or ACT). Test scores may be used as indicators of likely success at IU Southeast when taken in combination with high school preparation and performance. IU Southeast has adopted standards for academic preparation to ensure that its degree-seeking undergraduate students have a background that makes it reasonably likely that they will succeed in college-level work.

All persons applying for admission to undergraduate programs must, before they matriculate, graduate from high school, earn a GED (or state high school equivalency), or graduate from a home school. Students who are recent graduates from an Indiana high school must have completed the Core 40 requirements. Completion of an Academic Honors Diploma is strongly encouraged for college-bound students.

Students who are recent graduates of high schools outside Indiana, or whose secondary school does not offer the Core 40 diploma, must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses.

(Note: The word "credit" means a one-semester course, such as a one-semester course in high school, a three credit hour college semester course, or a four credit hour college quarter course.)

In the case of high school seniors, admission decisions will be based on completed course work and performance and on anticipated course work still required for graduation.

Applicants who are recent graduates from an Indiana high school and who completed Core 40 with at least a C (2.0 on a 4.0 scale) average, or who have completed an Academic Honors Diploma, and who have submitted SAT or ACT scores, will be admitted.

Applicants who are recent graduates of high schools outside Indiana or did not complete the Core 40 diploma (prior to 2011) must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses. Such applicants who have a C (2.0 on a 4.0 scale) average in their course work will be admitted.

Home-schooled students must provide an official transcript with the home school educator's signature and SAT or ACT scores. The admission decision will be based on the high school course work and a test score that is indicative of likely success at IU Southeast.

Note: For the purposes of this policy, a recent graduate is defined as someone whose high school graduation date is within two years of his or her expected date of matriculation at IU Southeast. Essays, extracurricular activities, recommendation letters, community service, and work experience may also be considered as evidence of academic motivation and maturity.

Applicants with a General Education Development (GED) diploma must present a GED score that demonstrates "college-ready" standards. Comparable state high school equivalencies will also be evaluated. Applicants who have been out of high school for more than two years, and who do not meet the minimum requirements listed for first-time undergraduate students, may speak individually with an admission counselor to demonstrate intention through such factors such as job responsibilities, military service, and other experience.

The campus may, at its discretion, admit a student on a conditional basis and/or through faculty sponsorship.

First Year Beginners

Academic success at the college level depends upon a range of factors in addition to academic preparation, including verbal, writing, quantitative, and reasoning abilities; academic motivation, work, persistence; and academic maturity. IU Southeast uses a student's performance in high school course work as a primary indicator of abilities, motivation, persistence, and maturity. In addition, current high school seniors and recent graduates must submit scores from a nationally standardized college admissions examination (SAT or ACT). Test scores may be used as indicators of likely success at IU Southeast when taken in combination with high school preparation and performance. IU Southeast has adopted standards for academic preparation to ensure that its degree-seeking undergraduate students have a

background that makes it reasonably likely that they will succeed in college-level work.

All persons applying for admission to undergraduate programs must, before they matriculate, graduate from high school, earn a GED (or state high school equivalency), or graduate from a home school. Students who are recent graduates from an Indiana high school must have completed the Core 40 requirements. Completion of an Academic Honors Diploma is strongly encouraged for college-bound students.

Students who are recent graduates of high schools outside Indiana, or whose secondary school does not offer the Core 40 diploma, must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses. (Note: The word "credit" means a one-semester course, such as a one-semester course in high school, a three credit hour college semester course, or a four credit hour college quarter course.)

In the case of high school seniors, admission decisions will be based on completed course work and performance and on anticipated course work still required for graduation.

Applicants who are recent graduates from an Indiana high school and who completed Core 40 with at least a B (3.0 on a 4.0 scale) average, or who have completed an Academic Honors Diploma, and who have submitted SAT or ACT scores, will be admitted. Such applicants who have a C+ (2.5 on a 4.0 scale) average in their course work, and an SAT score of 950 or an ACT score of 20 will be admitted.

Applicants who are recent graduates of high schools outside Indiana or did not complete the Core 40 diploma (prior to 2011) must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses. Such applicants who have a B (3.0 on a 4.0 scale) average in their course work will be admitted. Such applicants who have a C+ (2.5 on a 4.0 scale) average in their course work, and an SAT score of 950 or ACT score of 20 will be admitted.

Conditional admission may be offered to students who are not eligible for full admission. Typical qualifications for conditional admission for Indiana students graduating in 2011 or after consist of a Core 40 (or 28 college preparatory high school courses for non-Indiana residents) and one of the following criteria: at least a 2.3 GPA or at least a combined score of 900 on the math and critical reading portions of the SAT or 19 on the ACT.

Home-schooled students must provide an official transcript with the home school educator's signature and SAT or ACT scores. The admission decision will be based on the high school course work and a test score that is indicative of likely success at IU Southeast.

Note: For the purposes of this policy, a recent graduate is defined as someone whose high school graduation date is within two years of his or her expected date of matriculation at IU Southeast. Essays, extracurricular activities, recommendation letters, community service, and work experience may also be considered as evidence of academic motivation and maturity.

Applicants with a General Education Development (GED) diploma must present a GED score of at least 500 (50 on the former scale). Comparable state high school equivalencies will also be evaluated. Applicants who have been out of high school for more than two years, and who do not meet the minimum requirements listed for first-time undergraduate students, may speak individually with an admission counselor to demonstrate intention through such factors such as job responsibilities, military service, and other experience.

The campus may, at its discretion, admit a student on a conditional basis and/or through faculty sponsorship.

International Students

All non–United States citizens or permanent residents who are interested in studying at Indiana University Southeast are required to submit the International Application for Admission. This application, along with the appropriate educational and financial records, will be evaluated and processed in accordance with SEVP guidelines.

Returning Students

Students who have been enrolled at Indiana University Southeast over one year ago and wish to return must complete a new application for admission. Those students who had below a 2.0 from their previous Indiana University Southeast coursework will be evaluated by the school in which they wish to enroll. Returning students who have attended another college or university since their last enrollment must follow the transfer student guidelines.

Transfer Students

Applicants who have previously attended one or more community colleges, colleges, and/or universities must satisfy the following requirements:

Applicants must submit official transcripts from all institutions previously attended. Applicants must demonstrate a cumulative college grade point average of at least 2.0 on a 4.0 point scale and must be eligible to return to their previous college. Students who have been academically dismissed will not be eligible for admission to Indiana University Southeast based on the terms of their dismissal or suspension from their previous institution.

To be considered a transfer student, students must have earned at least 12 college level credit hours from an approved institution of higher education. The student who has earned fewer than 26 college credit hours must comply with entering student admission requirements as specified in the section titled First-Year Beginners.

For applicants who have not attended a community college, college, or university within the past three years, admission can be based on factors such as maturity, work experience, and military service as determined by the Office of Admissions.

Some IU Southeast schools and academic programs may have higher standards and specific requirements for admission to a particular program, in addition to those mentioned here.

The campus may, at its discretion, admit a student on a conditional basis and/or through faculty sponsorship. For the latest transfer information, visit www.ius.edu/transfer.

Visiting Students

Students who are seeking degrees at institutions other than Indiana University and who are in good academic standing may be admitted for one semester to non-degree status at IU Southeast. Also, students holding bachelor's degrees who wish to enroll for either undergraduate or graduate courses but are not in pursuit of degrees are classified as non-degree students. Students applying for non-degree status are required to submit the application, application fee, and official transcripts.

Auditing Only Students

Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the Executive Vice Chancellor for Academic Affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student's transcript with an "NC" notation for "no credit" in place of a grade. The NC notation recorded for an audited course may not be changed subsequently to a regular grade for credit.

High School Students

Superior students currently attending local high schools may be granted permission to enroll for certain predetermined classes at IU Southeast. Students must have completed their junior year of high school, and Indiana students must be on track for either an Academic Honors or Core 40 diploma. Kentucky students must be on track to have at least 28 college preparatory high school courses. Official high school transcripts, ACT or SAT scores, and a letter of recommendation from the high school guidance counselors, including the course in which the students intends to enroll, are required.

Intercampus and Intra-university Transfers

Students who have been regularly admitted to Indiana University, who have attended one campus or who are in one degree-granting school or division, and who have maintained the required grade point average (usually 2.0) may usually transfer to another IU campus or another degree-granting school or division by complying with established procedures and deadlines. The appropriate academic dean should be consulted for further information.

Applicants for transfer to IU Southeast from another campus of Indiana University must have an Indiana University cumulative grade point average of at least 2.0 and should have satisfied the course requirements through either high school or in their prior college studies. Applicants must take care of any academic, financial, or disciplinary holds prior to transferring to IU Southeast.

Some IU Southeast schools and academic programs may have higher standards and specific requirements for

admission to a particular program, in addition to those mentioned here.

The campus may, at its discretion, admit a student on a conditional basis and/or through faculty sponsorship.

See also "Transfer to Other Indiana University Campuses" in the "Policies" section.

Advanced Placement and Dual Credit

Advanced Placement

IU Southeast awards credit at no charge for appropriate grades on the College Board AP exams administered by participating high schools. AP score reports are received in June, and a notice is sent in July of any special credit awarded. A full list of the AP courses and the scores required for college credit is available on the Student Success Center web site.

Advanced Credit

In some instances, a student receiving advanced placement may also receive credit that may be used to satisfy graduation requirements. The standards of performance for advanced credit are higher than for advanced placement. Departmental criteria for both advanced placement and advanced credit are set by the IU Southeast faculty of the appropriate department. Standards aren't necessarily similar to standards on other IU campuses.

Students may use the Scholastic Aptitude Test (SAT), the Advanced Placement Program, the College Placement Program, the College Level Examination Program (CLEP), other national tests, and/or instruments devised by IU Southeast faculty to demonstrate that they meet the standards for advanced placement and/or advanced credit.

Usually, advanced placement and advanced credit are of greatest value to new students, but other students should consult the department involved because they also may benefit from the availability of these programs. The number of advanced credit hours that will be allowed toward graduation is determined by the school or division awarding the degree.

Dual Credit

Superior students currently attending local high schools may be granted permission to enroll for certain predetermined classes at IU Southeast. Students must have completed their junior year of high school, and be on track for either an Academic Honors or Core 40 diploma. Official high school transcripts, ACT or SAT scores, and a letter of recommendation from the high school guidance counselors, including the course in which the students intend to enroll, are required.

Credit Transfer Policy for Bachelor's Degrees

The Office of Admission, in conjunction with faculty, evaluates courses submitted for transfer credit according to several factors. These include the previous school's accreditation, the content, level, and age of the course, and whether the credits are appropriate to an Indiana University Southeast degree program. Only courses in which a grade of C or higher is earned will transfer. Transfer credit may count toward meeting the requirements for a degree, but it will not count toward

the IU Southeast grade point average. The Office of Admission makes an initial determination regarding the transferability and equivalency of courses submitted for transfer. Individual schools and departments at Indiana University Southeast determine how transferred credits will apply toward degree requirements.

Candidates for a bachelor's degree must earn at least 26 additional credit hours in residence to graduate with an Indiana University degree.

Course equivalencies are maintained in transfer guides, program articulations, historical data, Indiana's Core Transfer Library and u.select. IU Southeast also works to ensure students are made aware of how their credits will transfer by advising students at the community college level or pre-transfer level on a regular basis.

Veterans may earn college credit for educational experiences in the armed services. A certified DD Form 295 and/or DD Form 214, and/or transcripts from the Army/American Council on Education Registry Transcript Services (AARTS) or Sailor/Marine American Council on Education (SMART) transcript should be submitted with the application materials for consideration.

Credits earned while in high school (dual credit) will be evaluated in the same manner as transfer credit. Students are required to disclose that they have taken such courses on their application and are required to submit official transcripts of all work to the admissions office.

Transfer Single Articulation Pathway (TSAP)

In 2013 the Indiana legislature enacted Senate Enrolled Act 182, which among other things, set the mandate that each state-supported public educational institution, in collaboration with the Indiana Commission for Higher Education, work together to create and implement a single articulation pathway. These pathways, branded TSAPs across all of Indiana, are a formal partnership between the state's public 2-year and 4-year colleges and universities to give Indiana students opportunity to achieve a Bachelor's degree in the most time and cost efficient manner possible. The TSAP agreements provide guarantees to students graduating from Ivy Tech Community College or Vincennes University with their associate's degrees; that they can complete their bachelor's degree in the same discipline within 60 additional credits or 4 semesters of fulltime, successful enrollment.

Per the statute, the degree programs prioritized for TSAP development must be those in which significant numbers of students first obtain an associate of science or an associate of arts degree with the intent of obtaining a related baccalaureate degree. For more information regarding qualifying programs visit the Office of Admissions TSAP website.

Criminal Activity Disclosure

Indiana University Southeast is committed to maintaining a safe environment for all members of the university community. As part of this commitment, the university requires applicants to disclose certain types of criminal activity as part of the application process. A previous conviction or previous conduct does not automatically bar admission to the university, but does require review. Withholding pertinent information or giving

false information may make an applicant ineligible for admission, subject to cancellation of admission if admission has already been granted, or dismissal if already enrolled. For more information, please contact the Office of Admission.

Financial Information

- Financial Aid
- Office of the Bursar General Information
- Past Due Accounts
- Payment Options
- Reciprocity between Indiana and Kentucky
- Refunds
- Refunds - Fee Appeals
- Rules Determining Resident and Nonresident Student Status
- Tuition and Fees

-

Office of the Bursar General Information

Mailing Address:
Indiana University Southeast
Office of the Bursar
4201 Grant Line Road
New Albany, IN 47150

Campus Location: University Center South, Room 103

Phone: (812) 941-2335

Email: bursar@ius.edu

Hours of Operation:

8 a.m. to 6 p.m. Monday through Thursday;

8 a.m. to 5 p.m. Friday.

Past Due Accounts

Please visit the Office of the Bursar website for specific due dates.

Holds will be placed on past due accounts that can prevent the following:

- Registering for classes
- Obtaining official transcripts
- Obtaining a diploma

To resolve a past due account, payment in full must be made with guaranteed funds (cash, credit card, money order, cashier's check, etc.). When an account continues to be past due, IU Southeast will forward the account to a third-party collection agency.

Payment Options

Payments may be made online, by mail, or in person. We accept UCard, credit cards, debit cards, checks, and cash.

- **Personal Deferment** - Students could be eligible for a four-payment deferment option. Consult the Office of the Bursar website for due dates, deferment cut-off dates, and all deferment options. There is a fee for selecting the deferment payment option.
- **Sponsors** -
 - **Voucher** - Students may bring in a voucher from their employer. IU Southeast will bill the employer for the tuition and fees. Any fees not

covered by the employer are the responsibility of the student to pay.

- **Employer Deferment** - Students that work for an employer that pays tuition and fees after grades are due may opt for an Employer Deferment. There is a deferment fee assessed. All tuition and fees covered by the employer are deferred until 2 weeks after grades are due.

- **Credit Cards** - We accept Discover, MasterCard, Visa, and American Express. Any credit on an account paid by credit card must be credited back to the credit card account first. Any remaining credit over \$10 would then be issued in the form of a check or direct deposit (if the student has signed up).

Please visit the Office of the Bursar website for the most recent information on payment options.

Reciprocity between Indiana and Kentucky

A tuition reciprocity agreement between Indiana and Kentucky permits eligible residents of Bullitt, Jefferson, Meade, Oldham, Shelby, and Trimble counties in Kentucky to enroll at IU Southeast at resident tuition rates. The rules for determining residency status for residents of Bullitt, Jefferson, Meade, Oldham, Shelby, and Trimble counties in Kentucky are the same as the currently established "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes." Information for prospective students is available from the Office of Admissions, University Center 102, (812) 941-2212. Information for continuing students is available from the Office of the Registrar.

Refunds

Whenever an insufficient number of students register for a course, the university reserves the right to cancel the course and refund all fees.

You could be eligible for a refund if:

- You withdraw from a course or courses during the first four weeks of the fall and/or spring semesters,
- You withdraw from a course or courses during the first two weeks of a summer session; **AND**
- You withdraw through e-drop or during the specified period

Please consult the Office of the Bursar website to determine the current refund schedule.

Refunds-Fee Appeals

Students have the right to submit an appeal of the fee refund policy if there are significant or unusual circumstances that cause them to drop courses or withdraw from all courses after the refund period has ended.

- Appeals must be received within one year after the end of the term for which a refund is being requested.
- Students must be withdrawn from the class or classes being appealed.

- Students must attach documentation supporting their request. Your appeal will NOT be considered without the required documentation.

This process can take up to 2-4 weeks for the committee to meet and render a decision. A Fee Refund Appeal Form can be obtained through the Office of the Bursar located in the University Center South, Room 103.

Rules Determining Resident and Nonresident Student Status

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for University fee purposes. Nonresident students shall pay a nonresident fee in excess of fees paid by a resident student. A non-U.S. citizen will not be considered for residence classification under this policy unless the Office of U.S. Citizenship and Immigration Services (USCIS) has granted the individual either lawful permanent resident status or an immigration status that would permit the non-U.S. citizen to establish a domicile in Indiana.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.

a. A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c), such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.

b. Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.

2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the term in which the individual registers in the University, subject to the exception in (c) below.

a. The residence of an unemancipated person under 21 years of age who is lawfully present in the United States follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident. (*see note 1*)

b. If an unemancipated person under 21 years of age who is lawfully present in the United States comes from another state or country for the predominant purpose of attending the University, he or she shall not be admitted to resident student status upon the basis of the residence

of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.

c. An unemancipated person under 21 years of age who is lawfully present in the United States may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."

d. When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a term next following such removal.

e. A person once properly classified as a resident student shall be deemed to remain a resident student so long as lawfully residing in the United States and remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above. (*see note 2*)

3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States. (*see note 2*)

4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (*see Rule 1* above) of Indiana for the 12 months without the predominant purpose of education prior to the first scheduled day of classes of the term in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

a. The residence of a student's parents or guardians.

b. The situs of the source of the student's income.

c. To whom a student pays his or her taxes, including property taxes.

d. The state in which a student's automobile is registered.

e. The state issuing the student's driver's license.

f. Where the student is registered to vote.

- g. The marriage of the student to a resident of Indiana.
- h. Ownership of property in Indiana and outside of Indiana.
- i. The residence claimed by the student on loan applications, federal income tax returns, and other documents.
- j. The place of the student's summer employment, attendance at summer school, or vacation.
- k. The student's future plans including committed place of future employment or future studies.
- l. Admission to a licensed profession in Indiana.
- m. Membership in civic, community, and other organizations in Indiana or elsewhere.
- n. All present and intended future connections or contacts outside of Indiana.
- o. The facts and documents pertaining to the person's past and existing status as a student.
- p. Parents' tax returns and other information, particularly when emancipation is claimed.
5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.
8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.
9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by

the university, as well as to such other punishment which may be provided for by law.

11. If a student does not pay additional monies which may be due because of his or her classification as a nonresident student, his/her student financial account will be encumbered. A student whose account is encumbered may be denied certain University services, such as registration and transcripts.

12. A student or prospective student who fails to request resident student status within a particular term and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that term.

13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules which can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.

Notes

1 Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

2 NOTE: Effective Fall 2007, students with immigration statuses which permit the establishment of a domicile in the United States may be eligible to pay resident fees, providing that all other conditions are met. Current eligible classifications are: A-1, A-2, A-3, E-1, E-2, E-3, G-1, G-2, G-3, G-4, H-1B, H-4, I, L-1, L-2, O-1, O-3, V-1, V-2, and V-

3. Continuing eligibility to remain classified as a resident student for fee-paying purpose depends upon the continued maintenance of eligible immigration status. Contact the registrar's office for more information.

Tuition and Fees

Estimated Costs

Please visit the Office of the Bursar website for current estimated cost of attendance, including tuition, mandatory fees, and parking. Estimated costs for books, housing, supplies, and other personal items are not included. Tuition and fees can be estimated using an online fee estimate (<https://www.ius.edu/bursar/tuition-fees/index.php>)

Schedule

The Trustees of Indiana University determine the tuition and fee schedule and is subject to change.

- Please visit the Office of the Bursar website to determine current fees.
- Tuition and fee due dates are posted on the Office of the Bursar website each semester.
- All new students are charged a nonrefundable application fee and new student enrollment fee.
- To learn more about housing costs and payment deadlines, see the Residence Life and Housing website.

Note: Indiana University policy is that tuition and fees are assessed based on the student's classification as a

graduate or undergraduate student, not on the basis of the level of the course(s) the student is taking.

Housing

Meadow Lodge 103
Phone: (812) 941-2115
www.ius.edu/housing/

The Office of Residence Life and Housing creates living-learning environments committed to holistic student development, academic success, and civic engagement. The department strives to provide safe, well-maintained, housing facilities that engage students in meaningful discourse and interaction while providing opportunities for personal growth and service to the community.

On-campus housing is provided through the Office of Residence Life and Housing. Approximately 400 students live on campus at IU Southeast in five lodges. Each lodge features full apartments with semi-private bathrooms, full kitchens, and common living spaces. Each lodge also features a central great room, a computer lab, laundry facilities, vending machines, mail delivery, high-tech security access, and quiet study spaces. Students live in one, two, or four-bedroom apartments. Some bedrooms are double-occupancy while others are single occupancy. Housing fees include all utilities, cable television service, and high-speed Internet and wireless access.

Acceptance to the university does not guarantee housing to any student. Students and prospective students who want to live on campus should apply as early as possible to ensure the best possible consideration for housing. Assignments are made in the order in which applications and deposits are received. Students who currently live on campus are assigned first, followed by new students. Short-term housing is available to visiting students and conference guests during the summer months at competitive rates.

More information about living on campus, including the Residence Hall Application and Contract and housing rates, may be found at the Housing website.

Graduate Students

A student planning to complete one of the master's degrees offered by Indiana University Southeast must apply for and be accepted into the desired graduate program. Information can be secured at the appropriate office. Other students wishing to register for graduate courses at Indiana University Southeast must have their admission cleared in advance with the dean of the school in which they may wish to earn their degree. If students register for graduate credit without the approval of their school, they do so without the assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree. Note that it is Indiana University policy to assess graduate fees for all courses in which a graduate student enrolls, regardless of the level of the course.

Post-baccalaureate Certificate

Working professionals have an opportunity to pursue life-long learning opportunities through the post-baccalaureate certificate program. The program is designed for professionals with business degrees employed outside their academic major and professionals with degrees in arts and sciences. Certificates are available in accounting,

economics, finance, general business, supply chain and information management, management, and marketing.

Second Undergraduate Degree

Normally, the holder of a bachelor's degree who wishes to pursue a further educational goal should seek entry into a graduate program. In certain cases, however, the assistant vice chancellor for enrollment management may admit a bachelor's degree holder to candidacy for a second bachelor's degree. Forms to petition for such admission are available through the Office of Admissions. When such admission is granted, the candidate must meet the requirements of the school or division and of the department in which the student is a candidate. Candidates for a second bachelor's degree must earn at least 26 additional credit hours in residence. The student must apply for undergraduate admission and meet all requirements as stated under the section entitled "Transfer Applicants."

List of Credentials

A student planning to complete one of the graduate credentials offered by Indiana University Southeast must apply for and be accepted into the desired graduate program. Information can be secured at the appropriate office. Other students wishing to register for graduate courses at Indiana University Southeast must have their admission cleared in advance with the dean of the school in which they may wish to earn their degrees. If students register for graduate credit without the approval of their school, they do so without the assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree. Note that it is Indiana University policy to assess graduate fees for all courses in which a graduate student enrolls, regardless of the level of the course.

Graduate Degrees and Certificates Listings by School

- School of Arts and Letters
- School of Business
- School of Education
- School of Natural Sciences
- School of Nursing
- School of Social Sciences

Graduate Degrees and Graduate Certificates in Alphabetical Order

- Business Administration - Master of Business Administration - School of Business
- Biology - Certificate - School of Natural Sciences
- Biology - Master of Arts for Teachers - School of Natural Sciences
- Chemistry - Certificate - School of Natural Sciences
- Chemistry - Master of Arts for Teachers - School of Natural Sciences
- Communication Studies - Certificate - School of Arts and Letters
- Composition Studies - Certificate - School of Arts and Letters
- Counseling - Master of Science in Education - School of Education
- Criminal Justice and Public Safety - Master of Science - School of Social Sciences

- Digital Media - Certificate - School of Social Science
- Elementary Education - Master of Science in Education - School of Education
- English - Master of Arts - School of Arts and Letters
- History - Master of Arts for Teachers - School of Social Sciences
- Interdisciplinary Studies - Master of Interdisciplinary Studies - School of Social Sciences
- Interdisciplinary Studies - Certificate - School of Social Sciences
- Language and Literature - Certificate - School of Arts and Letters
- Literature - Certificate - School of Arts and Letters
- Management - Master of Science - School of Business
- Mathematics - Certificate - School of Natural Sciences
- Mathematics - Master of Arts for Teachers - School of Natural Sciences
- Mental Health Counseling - Master of Arts - School of Social Sciences
- Modern World History - Certificate - School of Social Sciences
- Nursing - Master of Science - School of Nursing
- Organizational Leadership and Communication - Certificate - School of Social Sciences
- Program Leadership and Evaluation - Certificate - School of Social Sciences
- Political Science - Master of Arts for Teachers - School of Social Sciences
- Reading - Certificate - School of Education
- Secondary Education - Master of Science in Education - School of Education
- Strategic Finance - Master of Science - School of Business

- Marketing - PBC- School of Business
- Professional Selling - PBC- School of Business
- Public Sector Management - PBC - School of Social Sciences
- Supply Chain and Information Management - PBC- School of Business

School of Arts and Letters

School of Arts and Letters

Dean: Jim Hesselman
 Campus Office: KV 110M
 Telephone: (812) 941-2227
 Fax: (812) 941-2529
<https://www.ius.edu/arts-and-letters/>

Programs

Graduate Programs

- English (Master of Arts)

Certificates

School Information

Masters of Arts in English

The M.A. in English offers students a program that can be shaped to individual goals. Students work closely with an English faculty advisor to develop a program of study created to meet particular goals. The Master of Arts in English requires the following: (1) The required foundational course ENG L506 Introduction to Methods of Criticism and Research, (2) Elective courses chosen from among literature, writing, and rhetoric in consultation with an advisor, (3) a capstone project completed in W609, (4) a program final completion portfolio. The degree provides structured learning, a supportive atmosphere, and scheduling sensitive to students' needs for evening courses, particularly for the region of the state we serve, where there are issues of distance preventing students from pursuing an M.A. program within commutable distances. Many of our students live some 40 minutes from campus and work full time. The M.A. in English is evaluated through an ongoing assessment and revised in accordance with results for a program of continued excellence.

English Core

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete two of the following courses				
ENG-G	500	Introduction to the English Language	4	B
ENG-L	506	Intro To Methods of Criticism and Research	4	B
ENG-L	646	Readings in Media/	4	B

Post-Baccalaureate Certificates in Alphabetical Order

A post-baccalaureate certificate (PBC) requires students to have previously completed a baccalaureate degree. These programs generally require 12-29 credits of undergraduate-level academic work, and will be assessed at the undergraduate rate.

- Accounting - PBC - School of Business
- Asian Affairs - PBC - School of Social Sciences
- Conflict Analysis and Resolution - PBC - School of Social Sciences
- Diversity and Intercultural Competency - PBC - School of Social Sciences
- Economics - PBC - School of Business
- Entrepreneurship - PBC - School of Business
- European Affairs - PBC - School of Social Sciences
- Finance - PBC - School of Business
- General Business - PBC- School of Business
- Human Resource Management - PBC- School of Business
- International Affairs - PBC - School of Social Sciences
- International Business - PBC- School of Business
- Latin American Affairs - PBC - School of Social Sciences
- Management - PBC- School of Business

ENG-W	509	Literature/ Culture Writing and Literary Studies	4	B
Complete two of the following courses				
ENG-X	5##/6##	Any Graduate English Course	4	B
ENG-W	609	Independent Writing Project	4	B

In addition to the English core, complete requirements for one of the following certificates.

Graduate Certificate in Composition Studies

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete one of the following courses				
ENG-W	509	Writing and Literary Studies	4	B
ENG-W	500	Teaching Composition: Issues & Approaches	4	B
Complete one of the following courses				
ENG-G	660	Stylistics	4	B
ENG-L	646	Readings in Media/ Literature/ Culture	4	B
Complete one of the following courses				
ENG-W	510	Computers in Composition	4	B
ENG-W	553	Theory and Practice of Exposition	4	B
ENG-W	590	Teaching Composition: Theories & Applications	4	B
ENG-W	620	Advanced Argumentative Writing	4	B
Complete one of the following courses				
ENG-W	501	Teaching College Writing	4	B
ENG-W	600	Topics in Rhetoric & Composition	4	B

Complete one of the following courses				
ENG-R	546	Rhetoric and Culture	4	B
ENG-W	600	Topics in Rhetoric & Composition	4	B
ENG-W	682	Special Topics: Rhetoric & Composition	4	B

Graduate Certificate in Language and Literature

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete one of the following courses				
ENG-W	509	Writing and Literary Studies	4	B
ENG-W	500	Teaching Composition: Issues & Approaches	4	B
Complete the following course				
ENG-L	503	Teaching Literature in College	4	B
Complete one of the following courses				
ENG-D	600	History of the English Language	4	B
ENG-G	655	History of the English Language	4	B
Complete one of the following courses				
ENG-W	508	Creative Writing for Teachers	4	B
ENG-W	600	Topics in Rhetoric & Composition	4	B
ENG-W	682	Special Topics: Rhetoric & Composition	4	B
ENG-W	554	Practicum Teaching of Creative Writing	4	B
Complete one of the following courses				
ENG-L	5##/6##	Any ENG- L or Course Approved	4	B

by an
Advisor

Graduate Certificate in Literature

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete the following course				
ENG-L	503	Teaching Literature in College	4	B
Complete the following course				
ENG-L	553	Studies in Literature	4	B
Complete one of the following courses				
ENG-D	600	History of the English Language	4	B
ENG-G	655	History of the English Language	4	B
Complete two of the following courses				
ENG-L	5###/6###	Any ENG-L or Course Approved by an Advisor	4	B

Graduate Certificate in Communication Studies

Certificate Requirements (18 cr.)

A minimum GPA of 3.0 is required. All courses are 3 credit hours, unless otherwise noted.

- CMCL-C 545 Pedagogy in Communication & Culture
- Complete 9 credits from the following
 - COMM-C 510 Health Provider-Consumer Communication
 - COMM-C 528 Group Comm & Organizations
 - COMM-C 593 Advanced Family Communication
 - CMCL-C 594 Communication & Conflict Management in Organizations
 - CMCL-C 610 Identity and Difference
 - SPCH-S 500 Into to Grad Studies and Research
 - SPCH-S 640 Studies in Organizational Communication
 - CMCL-C 502 Or SPCH-S 502 Intro to Communication Theory
 - COMM-C 592 Or CMCL-C 592 Advanced Health Communication
 - SPCH-S 633 Or COMM-C 544 Studies in Interpersonal Communication/Advanced Relational Communication

- COMM-C 582 Or SPCH-S 627 Advanced Intercultural Communication/Studies in Cross Cultural Communication
- Complete 3 credits from the following
 - CMCL-C 606 Media Criticism
 - CMCL-C Human Communication and the Internet
 - CMCL-C Critical Media Literacy
- Electives to total 18 hours -- Students may select additional course(s) from any of the above areas to meet this requirement.

Business

School of Business

Dean: Dr. David Eplion
Campus Office: HH 214
Telephone: (812) 941-2325
Fax: (812) 941-2672
<https://www.ius.edu/business/>

Programs

Graduate Programs

- Business Administration (MBA)
- Management (Master of Science)
- Strategic Finance (Master of Science)

Post-Baccalureate Certificates

- Accounting (Certified Public Accountant Preparation)
- Accounting (Corporate Accounting Preparation)
- Economics
- Entrepreneurship
- Finance
- General Business
- Human Resources Management
- International Business
- Management
- Marketing
- Professional Selling
- Supply Chain and Information Management

School Information

- Mission Statement and Vision Statement
- Policies and Information
- Quick Start Foundation

Mission Statement

Mission

"Quality education for a lifetime of achievement."

The mission of the School of Business is to provide both traditional and nontraditional students with a "quality education for a lifetime of achievement" through a challenging, innovative, and supportive learning environment that enables students to achieve their potential.

The School of Business serves the community through student, alumni, and faculty involvement. The school's undergraduate population is predominantly drawn from the nine-county service region in southern Indiana, with additional students originating from greater Louisville in Kentucky. A large number of the undergraduate population

is first-generation college students, and approximately 85 percent of graduates continue their professional careers in southern Indiana and the greater Louisville area. The school's Master of Business Administration (MBA) population consists of working professionals and is approximately evenly distributed between southern Indiana and Louisville. The Master of Science in Strategic Finance (MSSF) is an interdisciplinary program catering primarily to finance and accounting professionals in southern Indiana and Louisville.

To accomplish our mission, the School of Business provides excellent professional business and economics education in fully accredited undergraduate and graduate business degree programs with a balanced emphasis on each program. Elements related to our mission are teaching, to enhance student learning and instructional effectiveness continuously so that students can succeed in their professional careers; scholarship, to enhance faculty intellectual capital and the advancement of knowledge; and service, to enrich the university and community through faculty service and professional activities.

Teaching: Enhancing Student Learning and Faculty Instructional Effectiveness

Enhancing student learning to prepare them for a lifetime of achievement includes increasing their knowledge of subjects common to business curricula and their awareness of ethical, societal, and global dimensions of business. It also includes the development of skills in such areas as technology, group activities and interaction, critical thinking, problem solving, and oral and written communications. Such student knowledge, awareness, and skills will prepare them to make better decisions throughout their life and careers. Enhancing instructional effectiveness includes providing a supportive and innovative learning environment in which the faculty uses a variety of pedagogical approaches appropriate to the subject matter to facilitate student learning. Attributes of a supportive learning environment include academic advising, career counseling, faculty/student interaction, and both traditional and innovative methods of delivery.

Scholarship: Continuously Enhance Faculty Intellectual Capital and Advancement of Knowledge

Enhancing faculty intellectual capital is integral to student learning and instructional effectiveness. The IU Southeast School of Business is primarily focused on teaching. Consistent with our mission statement, the School places equal value on learning and pedagogical research, discipline-based scholarship, and contributions to practice. This scholarship augments faculty intellectual capital, improves instructional pedagogy, and advances knowledge by contributing to academic and professional literature.

Service: Enriching the University and Community through Faculty Service and Professional Activities

Faculty service has multiple components including service to the university, community, and profession. University service is necessary to successful academic programs. Service to the community at large and its organizations enables them to better respond to changing needs and economic conditions. The practice of academic and professional competencies directly facilitates faculty

intellectual development and ultimately contributes to instructional excellence and student learning.

Vision

"To Be a Premier Regional School of Business"

Our vision is to be a premier regional school of business, serving our region comprising southern Indiana and the greater Louisville metropolitan area.

Student Learning Goals

School of Business graduates are knowledgeable professionals who are capable decision-makers, effective communicators, and technologically adept.

Area: Knowledge of Business

Goal: Students demonstrate knowledge of business including the areas of accounting, economics, management, quantitative business analysis, finance, marketing, legal and social environment, information systems international issues, and operations management.

Area: Decision Making

Goal: Students are capable decision makers, employing problem solving methodologies, critical thinking skills, and ethical reasoning.

Area: Communication

Goal: Students are effective in both oral and written business communications.

Area: Technology

Goal: Students identify and use appropriate technology software to communicate, solve business problems, and aid in decision making.

Area: Professionalism

Goal: Students demonstrate professional conduct in business settings.

Policies and Information

- Accreditation
- Admission Process
- Community Service Requirement
- Withdrawal
- Lack of Graduate Program Activity
- Incomplete Grades
- Repeating a Course
- Auditing
- Academic Standing and Disciplinary Procedures
- Graduate Business Student Services
- Visiting Students in Graduate Business Courses
- Code of Student Rights, Responsibilities, and Conduct
- School of Business Honor Code
- Policy Governing Release of Information in Student Records

Accreditation

The IU Southeast Graduate Business Programs are accredited by AACSB International— The Association to Advance Collegiate Schools of Business. AACSB International provides specialized, professional

accreditation for university business schools and their business programs. AACSB accreditation represents the highest standard of achievement for business schools worldwide. Less than 5% of the more than 11,000 business schools in the world have earned AACSB accreditation. Being AACSB-accredited means a business school is able to continuously pass a strict set of standards that are designed to ensure quality. AACSB accredited business schools have the highest-quality classes, teachers, research, students, and programs in the world.

Admission Process

Applicants should have earned a bachelor's degree. Applications are carefully evaluated based primarily on the following factors: Quality of undergraduate degree program, undergraduate grade point average, Graduate Management Admissions Test (GMAT) score**, and relevant work experience. Meeting minimum expectations for each factor does not guarantee admission. Offers of admission will be based in part on program capacity considerations.

Application Deadlines

Desired Starting Semester	Final Postmark Deadline
Fall	July 20
Spring	November 30
Summer	April 15

Typically, admissions decisions will be communicated to applicants within three weeks of the deadline. Complete applications received by the recommended deadline will be considered for admission, denial or deferral of the admission decision until the second/final review of applications. Complete applications received after the recommended deadline but on or before the final deadline date will be handled in the final review of applications (subject to program capacity). Decisions at this stage will either be admission, denial or deferral for consideration of admission in the following semester (or summer term).

An application is considered complete when:

1) The applicant has submitted the online Graduate Business Programs application with application fee, resume and essay, and

2) Additional supporting materials (GMAT**, official transcripts, etc.) have been received.

* Additional processing time is necessary for international student applications. International applicants should submit all materials by the recommended postmark deadline.

** Typically, international applicants will also be required to submit TOEFL scores.

Admissions decisions are final. An applicant who is deferred to the following semester will automatically be considered in the set of Recommended Postmark Deadline applications for that semester. Applicants who are denied admission may apply for consideration for a later semester by submitting updated application materials at a later date.

Starting Semester:

Students who are granted admission into a graduate business program are expected to start during the stated desired starting semester. Any student not starting coursework during that semester must communicate with the Director of Graduate Programs to maintain their admission status into the next semester.

Transfer Credit Policy

Graduate credit hours earned at another AACSB or ABA-accredited university may be accepted as transfer credit. The maximum total number accepted is six credit hours. Factors such as graduate program accreditation, course relevance to business administration or strategic finance, grade earned (at least a B, 3.0 on 4.0 scale) and length of time since course completion will be considered.

Accepted transfer courses must align with specific objectives and learning outcomes of current program courses if the request for graduate credit would be a substitute for a required course. The instructor who teaches the equivalent course in the IU Southeast graduate business program will make the decision. If the instructor of record is unavailable for a month, the Dean will make the decision, in conjunction with a terminally degreed faculty member in the area.

Incoming Students

Applicants may request a review of previous graduate transcripts for consideration of transfer credit toward a graduate business degree. Courses over seven years old will not be considered. The request must be made at the time of application, and the review will be conducted at the time of admission into the graduate business program. The student must submit the course description and syllabus.

Current Students

A current student may request to take a course from another AACSB-accredited university only in the case of extenuating circumstances which prevent the student from taking the course through IU Southeast (as determined by the Graduate Business Programs Committee). The request for permission must be submitted to the Graduate Director at least a month prior to the beginning of the course. The student must submit the course description and current syllabus as part of the required process. It is the student's responsibility to pursue enrollment and the necessary permissions from other institution, as well as to complete the necessary transfer process with IU Southeast after finishing the course. No transfer credit will be allowed if the transfer is not approved in advance of the course start date.

Community Service Requirement

Graduate Business students must perform at least 20 hours of community service in a project that involves their contribution in the form of business knowledge, leadership, and/or expertise. Some examples include volunteering for Big Brothers/Big Sisters, providing tax assistance for the elderly or disadvantaged, participating in a United Way agency, or serving on a not-for-profit board or advisory council. Activities that serve a narrowly defined population such as being an

officer at the local Rotary Club or a church deacon are not appropriate for this requirement.

Furthermore, participation in admirable community service projects such as Habitat for Humanity would not be acceptable unless the service was in the form of contributing business expertise or in a leadership role.

Services in which the student organizes and/or directs the project for a non-profit organization are acceptable. Examples such as directing and/or organizing a community cleanup sponsored by the Rotary Club or chairing a church clothing drive for the needy are acceptable projects because they serve a need of the greater community.

The requirement may be completed at any time during the academic program. It is strongly recommended that the student plan to complete this requirement prior to the last 6 credit hours of coursework in the graduate curriculum. Students must submit a written proposal outlining a plan for satisfying this requirement to the Graduate Director for approval prior to performing the project.

The proposal should contain the following information:

- 1) Name of the community organization or project selected to fulfill this requirement.
- 2) Name and telephone number of a contact person at the organization.
- 3) How your business knowledge, leadership, and expertise will be applied.
- 4) Estimated time frame for completion of the project, including beginning and ending dates, if possible.

Normally, proposals are approved within one week of submission. Proposals that differ from typical projects, however, may require additional time for approval. Any services rendered prior to the approval of a proposal do not satisfy this requirement. Certification by the participating organization is also required. At the conclusion of the Community Service activity, students must submit a one- to two-page typewritten report summarizing the project, project outcomes and student's contributions to these outcomes to the Director of the Graduate Business Programs for final approval.

Withdrawal

Students are responsible for following standard timing and procedures of the Registrar's Office to officially withdraw from a course. For academic advising regarding the possible need to withdraw from a course, contact the Director of Graduate Business Programs. Typically, dropping a course within the first week of class results in no record of attempting the course. For withdrawals after the first week of class, W is recorded in place of a grade when students officially withdraw before the established withdrawal deadline. See the Registrar's Academic Calendar for specific drop and withdrawal deadline dates in each semester. Non-standard course

lengths have adjusted withdrawal deadlines. Contact the Director regarding withdrawal deadline questions for these courses.

Lack of Graduate Program Activity

Students who stop taking classes for at least 2 consecutive regular semesters (Fall or Spring) must file an appeal for reinstatement in the Graduate Business Programs Office. If such reinstatement is granted, the student will be subject to the Bulletin in effect at the time of reinstatement. The seven-year window for degree completion still applies based on the semester when the first graduate business course was taken.

Incomplete Grades

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will only be given if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was beyond the student's control. The grade of I should not be awarded simply to exempt a student from paying tuition for a repeated course. The student has up to 12 months to complete the balance of the course in the manner outlined by the instructor. If the instructor does not otherwise act to remove the Incomplete within 12 months, the Registrar will automatically change the I to an F. Both the student and the instructor in whose course the student received the I will be notified of this changing of grade.

Repeating A Course

Students earning an unacceptable individual course grade [less than C- (1.7) in a Foundations course or less than C (2.0) in a required Graduate Business course] must repeat the course to achieve an acceptable grade. A student may choose to repeat a course in which the original grade earned was below B (3.0). A course may be repeated for a grade only once. Regardless of whether a student must repeat a course or chooses to repeat a course, ALL grades earned (original and second) will be included in the appropriate (Foundations or Graduate) overall GPA calculation. A maximum of 6 Graduate Business Programs credit hours can be repeated.

Auditing

Auditing is not permitted for courses in the Graduate Business Programs curriculum.

Academic Standing and Disciplinary Procedures

Foundations Phase: To maintain good academic standing, students must maintain an overall Foundations GPA of at least 3.0. Any Foundations course with a final grade below C- (1.7) must be repeated for successful completion. A Foundations course may only be repeated for a grade

one time.

Graduate Program: To maintain good academic standing, students must maintain an overall Graduate GPA of at least 3.0. Any Graduate Business course with a final grade below C (2.0) must be repeated for successful completion. A Graduate Business course may only be repeated for a grade one time.

Terms of Academic Probation or Suspension

At any point in a Graduate Business program, if a student's overall Graduate GPA falls below 3.0, the student is placed on academic probation. When placed on academic probation, the student must improve his/her overall Graduate GPA to at least 3.0 within the next 9 credit hours completed. Failure to do so will result in academic suspension, which prohibits the student from taking Graduate Business coursework until reinstatement is granted.

The suspended student must file an appeal for reinstatement with the Graduate Business Programs Office. If reinstatement is granted, probationary terms of the reinstatement will be defined. At a minimum, **academic suspension** will prohibit the student from taking Graduate Business coursework until the end of the next regular semester (Fall or Spring).

Any grade of D+ (1.3) or lower in a Graduate Business Program course results in automatic **academic suspension**. The suspended student must file an appeal for reinstatement with the Graduate Business Programs Office. If reinstatement is granted, probationary terms of the reinstatement will be defined. At a minimum, academic suspension will prohibit the student from taking Graduate Business coursework until the end of the next regular semester (Fall or Spring).

Students should seek regular academic advising with the Director of Graduate Business Programs in an effort to restore and maintain good academic standing.

Academic Dismissal

A student will be dismissed from the **Foundations phase** when any one of the following occurs:

- 1) The student repeats a particular required Foundations course and earns a grade below C- (1.7) both times.
- 2) It becomes mathematically impossible for the student to achieve the required 3.0 GPA upon completion of the program.

A student will be dismissed from the **Graduate Business Program** when any one of the following occurs:

- 1) The student repeats a particular required (core) Graduate Business Program course and earns a grade below C (2.0) both times.
- 2) The student has earned three Graduate Business course grades below B- (2.7).
A maximum of two grades below B- (2.7) will be allowed in Graduate Business courses.

This policy applies to the collection of all graduate courses taken to simultaneously or consecutively complete both Graduate Business degree plans. Repeating a Graduate Business Programs course does not remove the original grade from being counted. Foundations courses are not considered part of this evaluation.

- 3) The student does not complete all degree plan requirements within seven years of the first Graduate Business course taken.

Additionally, students should be familiar with the Code of Student Rights, Responsibilities, and Conduct. Academic or other misconduct in violation of the Code may result in dismissal.

APPEALS PROCESS

Appeals Regarding Bulletin Policies or Academic

Discipline Actions: The Graduate Business Programs Committee oversees Graduate Business policy development, revision and enforcement. Students may write a letter of appeal to the Committee with any supporting documentation to seek an exception to Graduate Business Programs policy or disciplinary action.

Graduate Business Student Services

IU Southeast Graduate Business students have access to the following personnel and services:

- Director of Graduate Business Programs:** Academic Advising, Community Service Proposals
- Graduate Programs Records Specialist:** Admissions and Graduation Processing, Student Questions
- Financial Aid Office:** Loan, Grant or Scholarship Options
- Bursar's Office:** Student Identification Card, Arrangements for Payment of Tuition and Fees
- University Police:** Campus Parking Permit and Security Information
- Registrar's Office:** Academic Calendar, Registration and Withdrawal Processes
- Career Development Office:** Career/Employment Opportunities and Resources for Students and Alumni
- Disability Services Office:** Guidance Regarding Appropriate Accommodations and Services
- Beta Gamma Sigma Honor Society:** "To encourage and reward scholarship and accomplishment among students of business administration, to promote the advancement of education in the art and science of business, and to foster integrity in the conduct of business operation."

Visiting Students in Graduate Business Courses

A qualified visiting student may seek to take up to six graduate business credit hours. To seek permission to take a graduate business course under "visiting" status, the candidate must:

- 1) Provide graduate business application materials and meet all conditions that are required for full admission into a Graduate Business Program by the final application deadline for the desired semester. (Some Graduate Business Program application material requirements may be waived for students currently in good standing at another AACSB-accredited graduate business program.)
- 2) Show successful completion of all expected prior coursework necessary to be prepared for entry into the desired course. Permission to enroll in an IU Southeast

Graduate Business course does not constitute admission to a Graduate Business Program. The qualified visiting student must wait until one week prior to the first day of class to determine if a seat is available.

Code of Students Rights, Responsibilities, and Conduct

It is important that students understand their rights and responsibilities. Copies of the Indiana University Code of Student Rights, Responsibilities, and Conduct are available from the Office of Student Affairs, University Center South, room 155, and the Information Desk, University Center. Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

School of Business Honor Code

In accordance with the Indiana University Southeast Code of Student Conduct, the School of Business has adopted the following honor code:

“On my honor, I hereby pledge to neither give nor receive instructor-unauthorized aid on this [exam/test/paper].”

The mechanism for enforcement will be the established channels provided through the Office of Student Affairs regarding academic misconduct. The purpose of the honor code is to reinforce for School of Business students the importance that our school places on ethical conduct as well as the increasing emphasis being placed on ethical behavior within the business community.

Policy Governing Release of Information in Students Records

University ID (UID) Number

The University ID is now the preferred access number for your student records. It replaces the Social Security number (SSN) as the primary identifier. The SSN is still used for financial aid and employment information but is no longer considered a student ID number. All newly admitted students receive their own 10-digit UID. They can use it to create their initial computing accounts before they arrive on campus. Students do not need to know their UIDs for registration. When they log in to OneStart with their IU Network ID username and password, they are ready to register for classes. Currently enrolled students can look up their UID in the Personal Information link in OneStart.

Student Records:

Indiana University Policy on Student Records (Approved: UFC 3/29/77; amended: UFC 10/2/01) In compliance with Section 438 of the “General Education Provisions Act” (as amended) entitled “Family Educational Rights and Privacy Act,” the following constitutes the institution’s policy, which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

A. Certain definitions and principles contained in the law and proposed guidelines are

specifically adopted in the policy:

- 1) “Student” is defined as one who has attended or is attending Indiana University, and whose records are in the files of the University.
- 2) “Educational records” do not include records retained by individuals which are not accessible to any other person except a substitute faculty/staff member.
- 3) “Public information” is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry.
- 4) “Record” means any information or data recorded in any medium, including, but not limited to, handwriting, print, tapes, film, microfilm, microfiche, and electronic media.

B. Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

Third-Party Access: In compliance with the Federal Family Education Rights and Privacy Act of 1974, and the university policy on Access to and Release of Student Education Records (<http://ses.indiana.edu/polsAndProcs/studentRightsUnderFerpa.cfm>), the university is prohibited for providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees assessments, financial aid (including scholarships, grants, work-study or loan amounts), and other student record information. The restriction applies, but is not limited to your parents, your spouse, a sponsor, etc. You may, at your discretion, grant the university permission to release information from your student records to a third party by granting them permission to see portions of your record via self-service in OneStart. By choosing to create an access record through this process, you are completing a Student Information Release Authorization. To use this service, you must set up a separate record for each third party to whom you grant access to information on your student records. This authorization does not authorize the third party viewer to receive information from the university by any other methods, such as phone, e-mail, or in-person visit. Your authorization to release information will expire when your access to self-service expires. At that time, your third-party guest’s access will also expire. However, you may revoke your authorization at any time by removing permission from a third party viewer through OneStart. Access can be revoked by deleting the record assigning access to your third party guest in OneStart

For more information, contact the Office of the Registrar.

Quick Start Foundation

Quick Start Foundation Requirements

Foundations courses are required to prepare students for full admission into the graduate business curriculum. Students with a bachelor's degree in business from an AACSB-accredited institution will be understood to have automatically met the MBA Foundations requirements. In other cases, the Graduate Business Office will evaluate the student's transcript(s) for prior coursework equivalencies. Applicants who have not met all of the Foundations coursework requirements may be "conditionally admitted" for the purpose of Foundations completion. Upon completion of the Foundations requirements, a student is considered for admission into the graduate business curriculum. Typically, one graduate course may be taken in the same semester as the final Foundations course while still under conditional admission status. The student's overall Foundations GPA is expected to be at least 3.0 in order to be considered for admission into a graduate business program. Students who do not have at least a 3.0 Foundations GPA will not be permitted to take one graduate course with their last Foundations course while under conditional admission status.

Students may contact the Graduate Business Office about challenging a Foundations course requirement by examination. Only one challenge exam per Foundations course may be taken. Challenge exams are an option only prior to the first entry into the course. No credit by examination will be given for courses contained in the graduate business curriculum.

Students who stop taking classes for at least 2 consecutive regular semesters (Fall or Spring) must file an appeal for reinstatement in the Graduate Business Programs Office. If such reinstatement is granted, the student will be subject to the Bulletin in effect at the time of reinstatement.

MBA Foundations

IU Southeast Course	Credits	Undergraduate Equivalents
BUSE-F501 Foundations in Accounting	1.5	BUS-A201 and BUS-A202
BUSE-F502 Foundations in Finance	1.5	BUS-F301
BUSE-F503 Foundations in Economics	1.5	ECON-E201 and ECON-E202
BUSE-F504 Foundations of Marketing	.5	BUS-M301
BUSE-F505 Foundations in Quantitative Tools	1.5	ECON-E280

BUSE-F506 Foundations in Management	.5	BUS-P301
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MSSF Foundations

IU Southeast Course	Credits	Undergraduate Equivalents
BUSE-F501 Foundations in Accounting	1.5	BUS-A201 and BUS-A202
BUSE-F502 Foundations in Finance	1.5	BUS-F301
BUSE-F503 Foundations in Economics	1.5	ECON-E201 and ECON-E202
BUSE-F504 Foundations of Marketing	.5	BUS-M301
BUSE-F505 Foundations in Quantitative Tools	1.5	ECON-E280
BUSE-F506 Foundations in Management	.5	BUS-P301
BUS-A311 Intermediate Accounting I OR BUS-A310 Mgmt. Decisions & Fin. Reporting	3	BUS-A311 OR BUS-A310

Master of Business Administration (MBA)

The Indiana University Southeast Master of Business Administration (MBA) degree program is designed for students interested in continuing their education in the field of business. Through the program, business professionals increase their breadth of knowledge, ability to analyze business alternatives more thoroughly and opportunities for more challenging, responsible, and productive careers in the business community.

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
		Phase I		
BUSE-A	505	Strategic Cost Management	3	C
BUSE-A	506	Managerial Economics	3	C
BUSE-A	507	Modeling & Simulation	3	C
BUSE-A	508	Organizational Behavior & Leadership	3	C

BUSE-B	513	International Environmental of Business	2	C
BUSE-B	516	Legal & Ethical Environment of Business	3	C
BUSE-B	517	Operations 2 and Supply Chain Management Phase II	2	C
BUSE-C	521	Marketing 3 Management	3	C
BUSE-C	522	Financial 3 Management	3	C
BUSE-C	523	Systems 3 Decision Theory & Strategy Phase III	3	C
BUSE-D	530	Business 3 Policy & Strategy (Director Permission: typically taken in last semester) Electives must take 6 credit hours	3	C
BUSE-E	551*	Managerial 3 Forecasting	3	C
BUSE-E	552	Negotiation 3	3	C
BUSE-E	553*	Consumer 3 Behavior	3	C
BUSE-E	554	Human 3 Resource Management	3	C
BUSE-E	556*	Labor 3 Economics	3	C
BUSE-E	557	Investment 3 Management	3	C
BUSE-E	560	Venture 3 Growth Management	3	C
BUSE-E	562	Special 3 Topics in Business	3	C
BUSE-E	567	Portfolio 3 Management and Investment Analysis	3	C

BUSE-E	568	International Financial Management	3	C
BUSE-E	577	Financial 3 Statement Analysis	3	C
BUSE-E	578*	Business 3 & Economic Applications of Geographic Information Systems	3	C
BUSE-E	588	Project 3 Management	3	C
BUSE-E	590	Independent Study	3	C
BUSE-E	592	E- 3 Business	3	C
BUSE-E	594	Business 3 Analysis & Valuation	3	C
BUSE-E	596*	Intermediate Accounting II	3	C
BUSE-E	597	Fraud 3 Issues in Business	3	C
BUSE-G	553*	Auditing 3	3	C
BUSE-H	542*	Advanced 3 Financial Accounting	3	C
BUSE-H	546*	Advanced 3 Corporate Taxation	3	C

* Crossed listed graduate elective courses are available for graduate students who have not previously taken the undergraduate equivalent. Any undergraduate prerequisite requirements must be met.

Strategic Finance (Master of Science)

The Indiana University Southeast Master of Science in Strategic Finance (MSSF) degree program is designed for students interested in continuing their postgraduate education in the field of accounting and financial analysis. The program addresses issues that are of significance to accounting and corporate finance professionals. This program is uniquely designed to benefit those seeking careers in public accounting and for finance and accounting professionals seeking careers in the private sector. For example, the MSSF prepares public accountants and corporate finance specialists by requiring coursework in corporate finance, information technology, project management, taxes, business analysis and valuation, accounting, and business strategy. Through the elective phase, students have the opportunity to pursue traditional accounting courses and course work in other areas that will enhance their professional preparation. The program allows public accounting professionals and corporate finance specialists to receive preparation in financial analysis, financial planning, financial reporting, strategic consulting, and systems consulting.

DEPT	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Required Courses (21 credit hours)				
BUSE-A	505	Strategic Cost Management	3	C
BUSE-A	507	Modeling & Simulation	3	C
BUSE-C	522	Financial Management	3	C
BUSE-E	577	Financial Statement Analysis	3	C
BUSE-E	597	Fraud Issue in Business	3	C
BUSE-E	594	Business Analysis & Valuation	3	C
BUSE-E	595	Advanced Corporate Finance (Director Permission: typically taken in last semester of program completion)	3	C
Electives (9 credit hours)				
BUSE-E	551	Managerial Forecasting	3	C
BUSE-E	552	Negotiation	3	C
BUSE-E	554	Human Resource Management	3	C
BUSE-E	557	Investment Management	3	C
BUSE-E	560	Venture Growth Management	3	C
BUSE-E	562	Special Topics in Business-when topic is relevant if MSSF degree plan	3	C
BUSE-E	567	Portfolio Management and	3	C

BUSE-E	568	Investment Analysis International Financial Management	3	C
BUSE-E	581	Special Topics: Information Technology Management Issues	3	C
BUSE-E	588	Project Management	3	C
BUSE-E	590	Independent Study-course topic must be approved by Director as relevant to MSSF degree plan	3	C
BUSE-E	592	E-Business	3	C
BUSE-E	596	Intermediate Accounting II	3	C
BUSE-G	533*	Auditing	3	C
BUSE-H	542*	Advanced Financial Accounting	3	C
BUSE-H	546*	Advanced Financial Corporate Taxation	3	C
BUSE-A	506	Managerial Economics	3	C
BUSE-A	508	Organizational Behavior & Leadership	3	C
BUSE-B	513	International Environmental Analysis	2	C
BUSE-B	516	Legal & Ethical Environmental of Business	3	C
BUSE-B	517	Logistics and Supply Chain Management	2	C
BUSE-C	521	Marketing Management	3	C
BUSE-C	523	Systems Decision Theory & Application	3	C

*Cross-listed graduate elective courses are available for graduate students who have not previously taken the

undergraduate equivalent. Any undergraduate prerequisite requirements must be met.

Master of Science in Management

The Indiana University Southeast Masters of Science in Management degree 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. This program enables students without a business undergraduate degree to earn a graduate business degree in just one year. To fit the needs of working adults, courses for the M.S. in Management are offered on the campus of IU Southeast in New Albany and at the IU Southeast Graduate Center in Jeffersonville. The courses are delivered in a variety of formats, including in-class, online, blended and accelerated.

DEPT.	COURSE NUMBER	TITLE	CREDIT HOUR	MINIMUM GRADE
BUSE-A	500	Speaking the Language of Business*	3	B
BUSE-A	508	Organizational Behavior and Leadership	3	B
BUSE-B	511	Business Communications/ Managerial Communications	3	B
BUSE-E	552	Negotiations	3	B
BUSE-E	554	Human Resource Management	3	B
BUSE-E	560	Venture Growth Management	3	B
CJUS-P	522	Conflict Management	3	B
BUSE-E	548	Organizational Change Management	3	B
BUSE-E	549	Industrial Labor Relations	3	B
BUSE-Z	506	Managing the Team-Based Organization	3	B

*For students with non-business undergraduate degrees. Students with business undergraduate degrees will take a Graduate Business Elective.

Accounting—Certified Public Accountant Preparation

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Accounting (CPA Prep), students must:

1. Successfully complete all of the required courses with at least a C-, and
2. Successfully complete at least five of the required courses listed below at IU Southeast after completion of an undergraduate degree.

The following 21 Credit Hours are required:

- BUS-A 301 Accounting: An Information System (3 cr. hrs.)
 - minimum grade C-
- BUS-A 311 Intermediate Accounting I (3 cr. hrs.)
 - minimum grade C-
- BUS-A 312 Intermediate Accounting II (3 cr. hrs.)
 - minimum grade C-
- BUS-A 328 Introduction to Taxation (3 cr. hrs.)
 - minimum grade C-
- BUS-A 424 Auditing (3 cr. hrs.)
 - minimum grade C-
- BUS-L 303 Commercial Law II (students starting in Fall 2018 are not required to take this course) (3 cr. hrs.)
 - minimum grade C-
- Also Complete ONE of the Following Courses (3 credit hours): Students starting Fall 2018 Complete TWO of the Following Courses (6 credit hours): (cr. hrs.)
- BUS-A 339 Advanced Income Taxation (Recommended) (3 cr. hrs.)
 - minimum grade C-
- BUS-A 422 Advanced Accounting (Recommended) (3 cr. hrs.)
 - minimum grade C-
- BUS-A 325 Cost Accounting (3 cr. hrs.)
 - minimum grade C-
- BUS-A 414 Financial Statement Analysis and Interpretation (3 cr. hrs.)
 - minimum grade C-

NOTE: Additional coursework in business and economics as well as other requirements exist in various states. Completion of the PBC in Accounting cannot be relied upon to ensure compliance with CPA regulations in all jurisdictions. Only the appropriate state board or other certifying body in each jurisdiction can provide you with the most current authoritative information regarding requirements in their state.

Accounting—Corporate Accounting Preparation

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Accounting (Corporate Accounting Preparation), students must:

1. Successfully complete all of the required courses with at least a C-, and
2. Successfully complete at least five of the required courses listed below at IU Southeast after completion of an undergraduate degree.

The following 21 Credit Hours are required:

- BUS-A 301 Accounting: An Information System (3 cr. hrs.)
 - minimum grade C-
- BUS-A 311 Intermediate Accounting I (3 cr. hrs.)
 - minimum grade C-
- BUS-A 312 Intermediate Accounting II (3 cr. hrs.)
 - minimum grade C-
- BUS-A 325 Cost Accounting (3 cr. hrs.)
 - minimum grade C-
- BUS-F 301 Financial Management (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 302 Managing and Behavior in Organizations (3 cr. hrs.)
 - minimum grade C-
- Also complete ONE of the following courses (3 credit hours): (cr. hrs.)
- BUS-A 328 Introduction to Taxation (3 cr. hrs.)
 - minimum grade C-
- BUS-A 339 Advanced Income Taxation (3 cr. hrs.)
 - minimum grade C-
- BUS-A 413 Governmental and Not-for-profit Accounting (3 cr. hrs.)
 - minimum grade C-
- BUS-A 414 Financial Statement Analysis and Interpretation (3 cr. hrs.)
 - minimum grade C-
- BUS-A 424 Auditing (3 cr. hrs.)
 - minimum grade C-

NOTE: Additional coursework in business and economics may be useful in preparing for the CMA Examination. Completion of the PBC in Accounting cannot be relied upon to ensure compliance with all CMA requirements. Only the Institute of Management Accountants' (IMA) certifying body can provide you with the most current authoritative information regarding their requirements. See www.imanet.org.

Post Baccalaureate Certificate in Economics

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior

to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Economics, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
 2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.
- ECON-E 321 Intermediate Microeconomic Theory (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 322 Intermediate Macroeconomic Theory (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 323 Urban Economics (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 333 International Economics (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 338 Business and Economics Applications of GIS (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 350 Money and Banking (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 470 Intro to Econometrics (3 cr. hrs.)
 - minimum grade C-

Entrepreneurship

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate. No more than two previous courses can double-count with the Principles of Entrepreneurship section. Beyond two courses, students must take additional electives (9 additional hours required for the program).

Specific Requirements

To earn the Post-Baccalaureate Certificate in Entrepreneurship, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

Principles of Entrepreneurship Complete the following 4 courses (12 credit hours):

- BUS-W 211 Contemporary Entrepreneurship (3 cr. hrs.)
 - minimum grade C-
- BUS-W 311 New Venture Creation (3 cr. hrs.)
 - minimum grade C-

- BUS-W 406* Venture Growth Management (3 cr. hrs.)
 - minimum grade C-
- BUS-M 300 or 301 Introduction to Marketing or Introduction to Marketing Management(3 cr. hrs.)
 - minimum grade C-

Choose one course (3 credit hours) from the following:
With consent of advisor, appropriate business courses can be substituted for those listed below for business graduates.

- BUS-F 260 Personal Finance (3 cr. hrs.)
 - minimum grade C-
- BUS-L 201 Legal Environment of Business (3 cr. hrs.)
 - minimum grade C-
- BUS-W 301 Principles of Management (3 cr. hrs.)
 - minimum grade C-
- BUS-W 320 Leadership and Ethics (3 cr. hrs.)
 - minimum grade C-
- BUS-M 330 Consultative Selling (3 cr. hrs.)
 - minimum grade C-
- BUS-M 405 Consumer Behavior (3 cr. hrs.)
 - minimum grade C-
- ECON-E201 Introduction to Microeconomics(3 cr. hrs.)
 - minimum grade C-
- BUS-M415 Advertising and Promotion Management(3 cr. hrs.)
 - minimum grade C-
- BUS-E560** Venture Growth Management(3 cr. hrs.)
 - minimum grade C-

*BUS-W211 and W311 must be taken before BUS-W406

** Special permission will be granted for entry into the E560 class for those seeking the Post-Bacc Certificate in Entrepreneurship.

Finance

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Finance, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-A 310 Management Decisions and Financial Reporting (BUS-A 311 Intermediate Accounting will substitute for BUS-A 310 for Accounting students. Students cannot take both BUS-A 310 and BUS-A 311 for credit.) (3 cr. hrs.)
 - minimum grade C-
- BUS-A 414 Financial Statement Analysis and Interpretation (3 cr. hrs.)
 - minimum grade C-
- BUS-F 302 Financial Decision Making (3 cr. hrs.)
 - minimum grade C-
- BUS-F 410 Financial Institutions and Markets (3 cr. hrs.)
 - minimum grade C-
- BUS-F 420 Equity & Fixed Income Investments (3 cr. hrs.)
 - minimum grade C-
- BUS-F 494 International Finance (3 cr. hrs.)
 - minimum grade C-
- ECON-E 350 Money and Banking (3 cr. hrs.)
 - minimum grade C-

General Business

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in General Business, students must:

1. Successfully complete all of the required courses (24 hours) listed below with at least a C-, and
2. Successfully complete at least six of the courses listed below, either required or recommended, at IU Southeast after completion of an undergraduate degree.

- Required Courses (24 hours) (cr. hrs.)
- BUS-A 201 Introduction to Financial Accounting (3 cr. hrs.)
 - minimum grade C-
- BUS-A 202 Introduction to Managerial Accounting (3 cr. hrs.)
 - minimum grade C-
- ECON-E 201 Introduction to Microeconomics (3 cr. hrs.)
 - minimum grade C-
- ECON-E 202 Introduction to Macroeconomics (3 cr. hrs.)
 - minimum grade C-
- ECON-E 280 Applied Statistics for Business & Econ I (3 cr. hrs.)
 - minimum grade C-

- BUS-F 301 Financial Management (3 cr. hrs.)
 - minimum grade C-
- BUS-M 301 Introduction to Marketing Management (3 cr. hrs.)
 - minimum grade C-
- BUS-P 301 Operations Management (3 cr. hrs.)
 - minimum grade C-
- Recommended Additional Course Options (if needed): (Another 300/400 level BUS or ECON course may be used in place of a recommended course. Prior to enrolling, see a School of Business academic advisor about this substitution opportunity.) (cr. hrs.)
- BUS-K 201 Computer in Business (3 cr. hrs.)
 - minimum grade C-
- BUS-L 201 Legal Environment of Business (3 cr. hrs.)
 - minimum grade C-
- BUS-K 321 Management of Information Tech (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 302 Managing and Behavior in Organizations (3 cr. hrs.)
 - minimum grade C-
- BUS-A 311 Intermediate Accounting I (3 cr. hrs.)
 - minimum grade C-
- BUS-D 300 International Business Administration (3 cr. hrs.)
 - minimum grade C-
- BUS-P 330 Project Management (3 cr. hrs.)
 - minimum grade C-
- BUS-W 301 Principles of Management (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 440 Personnel – Human Resource Management (3 cr. hrs.)
 - minimum grade C-

Human Resources Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements for Concentration/Track/Option

To earn the Post-Baccalaureate Certificate in Human Resources Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

- BUS-W 301 Principles of Management (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 440 Personnel – Human Resources Management (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 441 Wage and Salary Administration (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 443 Developing Employee Skills (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 444 Personnel Research and Measurement (3 cr. hrs.)
 - minimum grade C-
- BUS-Z 445 Human Resource Selection (3 cr. hrs.)
 - minimum grade C-

International Business

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

NOTE: Previous equivalent coursework can fulfill some of the requirements listed below.

To earn the Post-Baccalaureate Certificate in International Business, students must:

1. Successfully complete the courses listed below with at least a C-, and
 2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.
- BUS-D 300 International Business Administration (3 cr. hrs.)
 - minimum grade C-
 - BUS-F 494 International Finance (3 cr. hrs.)
 - minimum grade C-
 - ECON-E 333 International Economics (3 cr. hrs.)
 - minimum grade C-
 - POLS-Y 376 International Political Economy (3 cr. hrs.)
 - minimum grade C-

One 300-400 level course from the chosen Region's list of courses in Group A, Group B, or Group C of the International Studies Major (see Bulletin for lists).

Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
 2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.
- BUS-D 300 International Business Administration (3 cr. hrs.)
 - minimum grade C-
 - BUS-W 301 Principles of Management (3 cr. hrs.)
 - minimum grade C-
 - BUS-W 311 New Venture Creation (3 cr. hrs.)
 - minimum grade C-
 - BUS-W 320 Leadership and Ethics (3 cr. hrs.)
 - minimum grade C-
 - BUS-W 430 Organizations and Organizational Change (3 cr. hrs.)
 - minimum grade C-
 - BUS-Z 440 Personnel – Human Resource Management (3 cr. hrs.)
 - minimum grade C-

Marketing

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Marketing, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
 2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.
- BUS-D 300 International Business Administration (3 cr. hrs.)
 - minimum grade C-
 - BUS-M 303 Marketing Research (3 cr. hrs.)
 - minimum grade C-
 - BUS-M 330 Consultative Selling (3 cr. hrs.)
 - minimum grade C-
 - BUS-M 365 Internet Marketing (3 cr. hrs.)
 - minimum grade C-
 - BUS-M 405 Consumer Behavior (3 cr. hrs.)
 - minimum grade C-
 - BUS-M 415 Advertising and Promotion Management (3 cr. hrs.)

- minimum grade C-
- BUS-M 425 Services Marketing (3 cr. hrs.)
 - minimum grade C-
- BUS-M 450 Marketing Strategy (3 cr. hrs.)
 - minimum grade C-

Professional Selling

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Please note that although the Post-Baccalaureate Certificate in Professional Selling is available beginning in the Fall 2015 semester, some courses may still be in development and may not be offered for several semesters. Please speak with your advisor if you wish to pursue the Post-Baccalaureate Certificate in Professional Selling.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Professional Selling, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

Complete the following 4 courses (12 credit hours):

- BUS-M or BUS-M 300 or 301 Introduction to Marketing or Introduction to Marketing Management (3 cr. hrs.)
 - minimum grade C-
- BUS-M 330 Consultative Selling (3 cr. hrs.)
 - minimum grade C-
- BUS-M 421 Fundamentals of Negotiation (course in development, speak with academic advisor) (3 cr. hrs.)
 - minimum grade C-
- BUS-M 426 Sales Management (3 cr. hrs.)
 - minimum grade C-

Choose one course (3 credit hours) from the following:

- BUS-M 405 Consumer Behavior (3 cr. hrs.)
 - minimum grade C-
- BIS-Z 440 Personnel and Human Resource Management (cr. hrs.)
 - minimum grade C-
- BUS-W 320 Leadership and Ethics (3 cr. hrs.)
 - minimum grade C-
- SPCH-S 324 Persuasion (3 cr. hrs.)
 - minimum grade C-
- SPCH-S 380 Nonverbal Communication (3 cr. hrs.)
 - minimum grade C-

Post-Baccalaureate Certificate in Supply Chain and Information Management

All students entering the Post-Baccalaureate Certificate Program must have completed a bachelor's degree prior to enrolling. Previous equivalent coursework can fulfill some of the course requirements for this certificate.

Specific Requirements

To earn the Post-Baccalaureate Certificate in Supply Chain and Information Management, students must:

1. Successfully complete five of the courses listed below with at least a C-, and
2. Successfully complete at least four of the courses listed below at IU Southeast after completion of an undergraduate degree.

Dept.	Course Number	Title	Credit Hours	Minimum Grade
BUS-K	330	Special Topics: Info Tech Mgmt Issues	3	C-
BUS-K	340	Enterprise Resource Planning Systems	3	C-
BUS-K	440	Business Intelligence	3	C-
BUS-P	330	Project Management	3	C-
BUS-P	421	Supply Chain Management	3	C-
BUS-P	430	Total Quality Management	3	C-

School of Education

School of Education

Dean: Dr. Faye Camahalan
 Campus Office: Hillside Hall 0020-C
 Telephone: (812) 941-2385
 Fax: (812) 941-2667
<https://www.ius.edu/education/>

Programs

Graduate Programs

- Counseling (Master of Science)
- Elementary Education (Master of Science)
- Secondary Education (Master of Science)

Graduate Certificates

- Certificate in Reading

School Information

Education programs offered by Indiana University Southeast are approved by the Indiana Department of Education, Office of Education Licensing and

Development and the National Council for Accreditation in Teacher Education.

- Confidentiality Statement
- Criminal History Check
- Mission
- Unit Performance Assessment
- Policies and Information

Confidentiality Statement

Following accreditation standards, all candidates enrolled in the IU Southeast School of Education are evaluated on a range of performance-based assessments and informed of progress towards completion of their selected programs. Samples of candidate work are collected and/or copied for program decision making and accreditation reviews. Candidate work, referred to as "intellectual property," will not be used for publication or presentation without the candidate's written consent. Candidate progress is assessed by contracted designees of the IU Southeast School of Education who could include, but are not limited to, paid and volunteer participants such as full time and adjunct faculty, P-12 teachers and administrators. The School of Education is charged with maintaining the confidentiality of candidates.

Criminal History Check

Clearance through a criminal history check is required for clinical experiences, including student teaching and other off-campus experiences, as determined by the placement school system.

Sex Offenses

The IU Southeast Police Department, the vice chancellor for enrollment management & student affairs, and other university departments conduct presentations and distribute written materials to promote awareness of rape, acquaintance rape, and other sex offenses. All sex offenses should be reported immediately to the campus police (University Center 027, (812) 941-2400), local or state law enforcement officials, the vice chancellor for enrollment management & student affairs, or other appropriate university personnel.

Sex and Violent Offender Registry

Effective January 1, 2003, Zachary's Law requires sheriff departments to jointly establish and maintain the Indiana Sheriff's Sex Offender Registry to provide detailed information about individuals who register as sex or violent offenders at Indiana sheriff departments (in Marion County, the Indianapolis Police Department). The purpose of the registry is to inform the general public about the identity, location, and appearance of sex and violent offenders who live, work, and study in Indiana. The registry can be found at <http://www.indianasheriffs.org/>.

The state of Indiana also keeps a sex and violent offender directory. The directory can be found on the Internet at <http://www.icrimewatch.net/indiana.php>.

Due to our close proximity to the state of Kentucky, the Sex/Criminal Web site can be accessed through <http://kspsor.state.ky.us>. If you have any questions about these registries, please contact the IU Southeast Police Department at (812) 941-2400 or in person at University Center South, 027.

Mission

The mission of the School of Education is to develop high-quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Unit Performance Assessment

Recognizing the importance of an organized and ongoing assessment of candidate achievement and program improvement, the School of Education has developed a unit assessment system. Knowledge, skills, and dispositions expected of candidates have been identified and are assessed at certain decision points in each program. Assessment allows the School of Education to make improvements in program structures, course content, and pedagogy. This assessment system also provides candidates with periodic indications of their performance relative to standards and allows the School of Education to evaluate their competencies.

Policies and Information

The School of Education at Indiana University Southeast offers Master of Science degrees in Education with majors in Elementary Education, Secondary Education, and Counseling. The Candidates in the Master of Science degree in Elementary or Secondary Education may choose to add an area to their license: Reading, Gifted and Talented, Technology (Computer Education) and English as a Second Language. In addition, the School offers graduate certification (licensure) programs in Reading, certain areas of Special Education, Gifted and Talented Technology (Computer Education), English as a Second Language, and Educational Leadership (Building Level Administrator). These programs may also be used as concentrations to the Rank 1. We offer a substantial number of graduate-level courses applicable to license renewal, master's plus programs, professional development credit, or certification programs. The Master of Science Degree in Elementary or Secondary Education is designed for those holding a valid teaching license. The Master of Science Degree in Counseling is designed for those holding a valid teaching license as well as those who do not hold a teaching license but wish to become school counselors.

Admission Requirements and Process for Elementary and Secondary Education

Performance-based assessments called "Summative Decision Points" (SDPs) are opportunities to review candidate progress towards meeting the program standards at four points during the program. SDP I is the admission process and acceptance as a program candidate. Candidates complete an online application; identify areas of strength and for growth; hold a bachelor's degree from an accredited institution; hold a valid teacher license; have a minimum GPA of 2.5 on a 4.0 scale in all undergraduate course work and have at least a 3.0 GPA on a 4.0 scale in all graduate course work and attend a face-to-face or virtual advising session.

The School of Education accepts applications on a rolling basis. Applications are accepted anytime and reviewed up until ten days before the term begins.

Carefully review all admission requirements for your program of interest and assemble for submission these materials:

- Completed Advising Form, emailed to Director of Graduate Studies, Dr. Lisa Hoffman lh@ius.edu. She will confirm receipt of the form, may ask additional information or request a phone conversation. If necessary, a meeting will be scheduled. Questions about the Master of Science in Education with a major in elementary education may be directed to Dr. Hoffman at e-mail above, telephone (812) 941-2137. You may request to meet in person for advising.
- Completed online application. A \$40 graduate application fee is assessed when applying to the program. If a previous graduate application fee was paid the fee may be waived. To determine if fee is to be waived, contact the School of Education Records Specialist at (812) 941-2388.
- Personal Statement. On the *Uploads* tab of online application, upload a personal statement identifying your academic goals, career objectives and reasons for applying to this program. Use the Prompts 1 and 2 that follow as guides for writing your personal statement/admission essay, which should be approximately 500 words.

Prompt #1. Review the School of Education (SOE) teaching disposition(s) below. In your essay, identify and discuss two teaching dispositions you practice best, and two teaching dispositions you want to improve as you pursue your graduate study. Include specific examples based upon your professional experiences.

School of Education (SOE) Teaching Dispositions
Teachers will:

- Respect the accepted legal and ethical norms and values of education.
- Effectively interact and collaborate with others and foster similar behaviors among students.
- Commit to diversity through equitable treatment and respect for all individuals.
- Exhibit personal management behaviors valued by the professional education community.
- Exhibit enthusiasm and respect for education as a practice and a profession.
- Commit to continuous self-evaluation and personal improvement.
- Commit to the belief that all children can learn.

Prompt #2. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

- Copy of Current Teaching License. Also on the *Uploads* tab, upload a copy your current license or statement of eligibility. Emergency license not acceptable
- Official copies of all transcripts of all undergraduate and graduate work completed at institutions other than an IU. A 2.5 GPA for all undergraduate course work, 3.0 GPA for all graduate course work is required. Transcripts should be directed to:

IU Southeast School of Education
 Hillside Hall 108A
 4201 Grant Line Road
 New Albany, IN 47150

Admission Requirements and Process for Counseling

Candidates interested in the School Counseling Program will submit two separate applications.

Application #1, known as Decision Point I, allows qualified candidates admission to the Graduate School to take the necessary pre-requisite courses before they submit Application #2, known as Decision Point II, to the Clinical Cohort. If candidate has an undergraduate GPA of at least 2.5 or a graduate GPA of at least 3.0, they will be admitted to Application #1, Decision Point I and can begin taking pre-requisite courses.

Pre-Requisite Courses

All candidates must take G500 Orientation to Counseling before submitting Application #2. Some candidates must also take a course in Special Education and Classroom Management.

Application # 2, also known as Decision Point II, is for admission to the Clinical Cohort, which allows qualified candidates to complete the 12 courses necessary to earn a Master's of Science in Education, as a School Counseling Major. Candidates submit Application #2, Decision Point II March 1st, are admitted to the Clinical Cohort in May, and will complete the 12 courses in a pre-determined sequence, completing the program in 24 months. Candidates are required to have 1 year post-bachelor's experience working with young children to be eligible for the Clinical Coursework.

How to Submit Application #1 or Decision Point I

- Attend the next Decision Point I Advising Sessions.
- Print and bring an Advising Checklist and the Candidate Advising Information Form to the advising session.
- Complete online application. Neither personal statements nor departmental questions are required. A \$40 application fee is assessed when applying to program. If a previous application fee was paid the fee should be waived. To determine if fee is to be waived, contact our Records Specialist at (812) 941-2388.
- Submit official transcripts of all undergraduate and graduate work completed at institutions other than an IU school. Candidates must have at least a 3.0 GPA for graduate coursework or a 2.5 GPA for undergraduate coursework.

Once materials are received, the Program Coordinator will review transcripts and candidate will receive an official letter in the mail along with a detailed Academic Advising Checklist to indicate which Pre-Requisites the candidate must take before submitting Application 2, Application to the Cohort.

How to begin Application #2, Decision Point II, to the Clinical Cohort

The Clinical Cohort begins each year in May; the application deadline for the Clinical Cohort is March 1st

- Complete necessary Pre-requisite courses, as indicated by the Academic Checklist you received when conditionally admitted to Graduate School as a School Counseling major.
- Print and read detailed instructions on compiling your Application #2 Clinical Cohort Binder.
- Attend Application #2 Advising Session. Dates can be found on our website.
- Print the Field Experience Form, to be included in your submitted application.
- Print the Terms of Agreement Form, also to be included in your submitted application.
- Submit Application #2 Clinical Cohort Binder to Dr. Bradley's office, Hillside Hall Room 0008, or to the main office the School of Education by March 1st.

Note: Candidates may still be completing requirements the semester in which they apply for the Clinical Cohort, but must be finished with all requirements at the end of that semester to be eligible for acceptance into the Clinical Cohort.

Counseling

The Master of Science in Education (M.S.Ed) with a major in counseling qualifies graduates for a K-12 school counseling license, making them eligible to work in Indiana or Kentucky as a school counselor. It combines rigorous coursework, clinical experience in a cohort format and conference attendance to prepare them for a leading role in supporting student academic success in the classroom, in social groups and individually. The program consists of 48 credit hours and takes two and one half years to complete.

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete the following course				
EDUC-G	500	Orientation to Counseling	3	B
Complete the following course				
EDUC-K	505	Introduction to Sp Ed for Grad Students	3	B
Complete one of the following courses				
EDUC-K	553	Classroom Mgmt & Behavior Support	3	B
EDUC-P	570	Managing Classroom Behavior	3	B
Complete the following courses				
EDUC-G	504	Counseling Theory/ Tech II: Beh/Fam Sys	3	B

EDUC-G	505	Indiv Apprais: Prin & Proc	3	B
EDUC-G	507	Lifestyle & Career Development	3	B
EDUC-G	523	Laboratory Counseling & Guidance	3	B
EDUC-G	524	Practicum in Counseling	3	B
EDUC-G	532	Intro to Group Counseling	3	B
EDUC-G	542	Org & Develop of Counseling Programs	3	B
EDUC-G	550	Internship in Counseling	6	B
EDUC-G	562	School Counseling	3	B
EDUC-G	575	Multicultural Counseling	3	B
EDUC-G	585	Contemp Issues in Counseling	3	B

Elementary Education

Graduate Programs

- Master of Science
 - Educational Leadership
 - English as a New Language/English as a Second Language
 - Gifted and Talented
 - Reading
 - Special Education
 - Technology

Master of Science in Elementary Education

The Master of Science in Education with a major in Elementary Education requires 30 credit hours of core graduate level courses, and 6 credit hours of electives.

Core Courses (12 Credit Hours):

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessmen in Schools	3	B
EDUC-J	500	Instruction in the	3	B

		Context of Curriculum <i>Choose One of the Following:</i>		
EDUC-E	590	Research in Education	3	B
EDUC-X	590	Research in Education	3	B

Elementary Pedagogy Courses (9 Credit Hours):

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-P	510	Psychology in Teaching Choose Two of the Following:	3	B
EDUC-E	545	Advanced Study in the Teaching of Reading in Elementary School	3	B
EDUC-E	547	Advanced Study of Teaching Social Studies in Elementary Schools	3	B
EDUC-E	548	Advanced Study of Teaching Science in Elementary Schools	3	B
EDUC-E	549	Advanced Study of Language Arts in Elementary Schools	3	B
EDUC-L	511	Advanced Study in Writing	3	B
EDUC-L	520	Advanced Study in Secondary/ Foreign Language Teaching (ENL/ESL)	3	B
EDUC-N	543	Advanced Study in Teaching Mathematics	3	B

EDUC-W	553	Methods and Materials for the Gifted and Talented	3	B
EDUC	500+	Other Approved Gifted and Talented Course	3	B

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC	500+	Advisor Approved Education Elective	3	B
EDUC	500+	Advisor Approved Education Elective	3	B

Elementary Courses (9 Credit Hours):

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		Choose three of the following:		
EDUC-A	508	School Law and the Teacher	3	B
EDUC-K	505	Introduction to Special Education for Graduate Students	3	B
EDUC-K	553	Management of Academic and Social Behavior	3	B
EDUC-K	590	Research in Special Education (Variable Topics)	3	B
EDUC-L	524	Language Issues in ENL Instruction	3	B
EDUC-P	515	Child Development	3	B
EDUC-P	570	Managing Classroom Behavior	3	B
EDUC-W	505	Professional Development Workshop: Improving Student Learning	3	B
EDUC-W	551	Education and Psychology of Gifted and Talented	3	B

Electives (6 Credit Hours):

Master of Science in Elementary Education - Educational Leadership Program Description

Our M.S.Ed. Program offers a concentration in educational leadership that prepares you to take on leadership roles in your school, district, or other educational organization. The program requires 36-credit hours of graduate level work. The coursework focuses on the specific challenges the next generation of education leaders will face. Build upon your classroom experience to develop innovative solutions that will build stronger organizations that serve students, teachers, and staff more effectively.

It meets the required accreditation outcomes, prepares candidates with research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in educational leadership to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in Context of Curriculum	3	B
EDUC-A	590	Research in Education	3	B

Elementary and Secondary Leadership Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-A	625	Administration of the Elementary School	3	B
EDUC-A	627	Secondary School Administration	3	B
EDUC-A	638	Public School	3	B

EDUC-A	695	Personnel Management Practicum 3 in Educational Leadership	3	B
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Leadership Foundation Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-A	500	Introduction to Educational Leadership	3	B
EDUC-A	510	School and Community Relations	3	B
EDUC-A	608	Legal Perspectives on Education	3	B
EDUC-A	635	Public School Budgeting and Accounting	3	B

Master of Science in Elementary Education - ENL/ESL

Program Description

The E.N.L./E.S.L concentration provides coursework for elementary school teachers seeking to enhance their knowledge and understanding of this growing and vitally important field. The concentration consists of 36 hours of coursework that focuses on both technical aspects of E.N.L./E.S.L instruction and wider cultural issues that offer context for understanding the classroom environment. In addition, field experience will acquaint students with the realities of this rewarding work. The certificate meets required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in E.N.L./E.S.L to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-E	590	Research in Secondary Education	1-3	B

E.N.L./E.S.L. Courses (24 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
<i>Complete the following:</i>				
EDUC-L	539	Language Foundation for ESL/EFL	3	B
EDUC-L	502	Socio-Psycholinguistics Application to Reading Instruction	3	B
EDUC-L	524	Language Issues in Bi- and Multi-Lingual Education	3	B
EDUC-L	540	ESL/EFL Instruction and Assessment Approaches	3	B
EDUC-L	501	Local Clinical Experience in ENL: Observations	1	B
EDUC-M	501	Laboratory/Field Experience	2	B
EDUC	500+	One credit course from advanced methods, workshop courses, or courses approved through petition	3	B
<i>Complete two of the following:</i>				
EDUC-L	546	Mentorship and Literacy Coaching of EFL/ESL Teaching	3	B
EDUC-L	547	Language Policy and Planning	3	B
EDUC-L	541	Writing Instruction	3	B

for TESL
Teachers

Master of Science in Elementary Education - Gifted and Talented

Program Description

Our M.S.Ed. program offers a concentration in the gifted and talented area that provides coursework for high school teachers seeking to enhance their knowledge and understanding of working with this special population. The concentration consists of 36 hours of coursework.

The coursework focuses on developing specialized approaches to students and curriculum, on understanding adolescent behavior and gifted/talented psychology and other issues.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in gifted and talented instruction to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-H	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-E	590	Research in Elementary Education	3	B

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-P	510	Psychology in Teaching <i>Complete the following course:</i>	3	B
EDUC-A	508	School Law and the Teacher <i>Choose one of the following courses:</i>	3	B
EDUC-K	505	Introduction to Special Education for	3	B

EDUC-K	553	Management of Academic and Social Behavior	3	B
EDUC-L	524	Language Issues in Bi-and Multi-Lingual Education	3	B
EDUC-P	516	Adolescent Behavior and Development	3	B
EDUC-P	570	Managing Classroom Behavior	3	B

Gifted and Talented Courses (15 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-W	551	Education and Psychology of the Gifted and Talented	3	B
EDUC-W	552	Curriculum for the Gifted and Talented	3	B
EDUC-W	553	Methods and Materials for the Gifted and Talented	3	B
EDUC-W	595	Practicum in Gifted and Talented	3	B
XXXX-X	500+	One approved 3-hour IU Graduate Content Course outside the School of Education	3	B

Education Elective (3 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC	500+	Three credit hours from courses listed above,	3	B

workshop courses, or courses approved through petition.

Master of Science in Elementary Education - Reading

Program Description

The M.S.Ed. program offers a concentration in reading that provides coursework for elementary school teachers seeking to enhance their knowledge and understanding of this field in order to better address the needs of their students in this critical learning area.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in reading to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Introduction in Context of Curriculum	3	B
EDUC-X	590	Research in Reading	3	B

Secondary Reading Courses (9 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
EDUC-P	510	Psychology in Teaching	3	B
EDUC-W	505	Professional Development Workshop in Literacy	3	B
EDUC-W	553	Gifted and Talented	3	B
EDUC-L	559	Children's Literature	3	B
EDUC-L	535	Adolescent Literature	3	B
ENG-W	500+	Approved Graduate Level Writing Course	3	B

EDUC-	500+	Approved Graduate Level ENL/ESL Course	3	B
CSCI-	500+	Approved Graduate Level Computer Course	3	B
XXXX-X	500+	Approved Literacy Course by Advisor <i>Complete the following:</i>	3	B
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High and Secondary Schools <i>Complete one of the following:</i>	3	B
EDUC-S	549	Advanced Study in the Teaching of Language Arts in the Elementary School	3	B
EDUC-S	516	Advanced Study in the Teaching of English Language Arts in the Jr. High or Secondary School	3	B

Reading Courses (15 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
EDUC-E	545	Advanced Study in the Teaching of Reading in Elementary School	3	B
EDUC-X	504	Diagnosis of Reading Difficulties	3	B

EDUC-L	520	Advanced Methods of Second/ Foreign Language Teaching/ ENL	3	B
EDUC-K	590	Topics in Special Education: RTI	1	B
EDUC-W	505	Professional Development Workshop: Technology as a Teaching Tool	1	B
EDUC-X	525	Practicum: Impacting Student Learning	1	B
EDUC-X	525	Practicum in Reading: Literacy Leadership	3	B

Master of Science in Elementary Education - Special Education

Program Description

Our M.S.Ed. program offers a concentration in special education that enables teachers to address the scholastic needs of students with mental, emotional, learning and other differences or disabilities. The program requires 36-credit hours of graduate level work that reflects comprehensive approach to building skills.

The special education concentration meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in special education to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-E	590	Research in Elementary Education	3	B

Special Education Courses (24 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-K	505	Introduction to Special Education of Graduate Students	3	B
EDUC-K	563	Learning Disabilities	3	B
EDUC-K	535	Assessment of Mildly Handicapped	3	B
EDUC-K	553	Management of Academic and Social Behavior	3	B
EDUC-K	565	Collaboration and Service Delivery	3	B
EDUC-K	500	Topical Seminar in Special Education: Autism Spectrum	2	B
EDUC-K	580	Curriculum and Methods of Educating Mental Disabilities	3	B
EDUC-K	590	Independent Study or research in Special Education V.T. High Incidence Methods - RTI in Literacy	1	B
EDUC-K	588	Supervised Teaching in Special Education	3	B

Master of Science in Elementary Education - Technology

Our M.S.Ed. program offers a concentration in technology that provides coursework for high school teachers to enhance their knowledge and understanding of this field.

The concentration consists of 36 credit hours focusing on teaching advanced methods and skills in the use of computing, as well as broader contextual courses on science, mathematics, and other considerations at the intersection of technology and the classroom.

It meets the required accreditation outcomes, prepares students with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in technology to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Introduction in Context of Curriculum	3	B
EDUC-E	590	Research in Elementary Education	3	B

Secondary Education Courses (9 Credit hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-P	510	Psychology in Teaching*	3	B
EDUC-W	505	Professional Development Workshop	3	B
EDUC-W	505	Professional Development Workshop (Virtual Field Trips)	3	B

*A technology elective can be used to fulfil this requirement, please see your advisor for additional information.

Technology Courses (15 Credit Hours)

Dept.	Course Number	Course Name	Credit hours	Minimum Grade
EDUC-R	531	Computers in Education	3	B
EDUC-W	520	Technical Issues in Computer-Based Education	3	B
EDUC-W	540	Computer-Based Teaching Methods	3	B
EDUC-R	505	Workshop in Instruction Systems	3	B

EDUC-W	506	Technology: Multimedia in Instructional Design	3	B
		Using the Internet in the K-12 Classroom		

Secondary Education

Graduate Programs

- Master of Science
 - Biology
 - Composition Studies
 - Educational Leadership
 - English
 - English as a New Language/English as a Second Language
 - Gifted and Talented
 - History
 - Language and Literature
 - Literature
 - Mathematics
 - Psychology
 - Reading
 - Special Education
 - Technology

Master of Science in Secondary Education

Degree Requirements (30-36 cr.)

- Education Core (12 cr.)
- Concentration (18-24 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Core (12 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-P 507 Assessment in Schools
- EDUC-J 500 Instruction in the Context of Curriculum
 - Students beginning the program in Fall 2020 for the Biology, Chemistry, History, Math, Music, or Reading concentrations are required to take a specific methods course in lieu of EDUC-J 500. Please see your specific concentration for course requirements.
- Complete one of the following
 - EDUC-A 590 Independent Study in Educational Leadership (for the Education Leadership Concentration)
 - EDUC-S 590 Independent Study or Research in Secondary Education
 - EDUC-X 590 Research in Reading (for the Reading Concentration)

Select One Concentration

Concentrations Offered

- Generalist (no concentration)
- Biology
- Chemistry
- Composition Studies
- Educational Leadership
- English
- English as a New/Second Language
- Gifted and Talented
- History
- Language and Literature
- Literature
- Mathematics
- Music
- Psychology
- Reading
- Special Education
- Technology

Generalist (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-P 510 Psychology in Teaching
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- Complete one of the following
 - EDUC-L 512 Advanced Study in Writing
 - EDUC-L 520 Advanced Study in Foreign Language Teaching
 - EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
 - EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
 - EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
 - EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies
- Complete three of the following
 - EDUC-A 508 School Law and the Teacher
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-K 553 Classroom Management and Behavior Support
 - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
 - EDUC-P 570 Managing Classroom Behavior
 - EDUC-S 508 Problems in Secondary Education
 - EDUC-W 505 Professional Development Workshop Topic: Improving Student Learning
 - EDUC-W 553 Methods and Materials for the Gifted and Talented
 - Another approved Gifted and Talented Course
- Complete two advisor approved education electives for 6 cr.

Generalist (18 cr.)

For students beginning Fall 2020 and beyond.

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- Complete two of the following for 6 credit hours
 - EDUC-L 520 Advanced Study in Foreign Language Teaching
 - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
 - EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
 - EDUC-Q 540 Teaching Environmental Education
 - EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
 - EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
 - EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies
- Complete 9 credit hours from the following
 - EDUC-A 508 School Law and the Teacher
 - EDUC-K 500 (2 cr.) Topical Workshop in Special Education Topic: Autism Spectrum Disorder
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-K 553 Classroom Management and Behavior Support
 - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education
 - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
 - EDUC-P 510 Psychology in Teaching
 - EDUC-P 516 Adolescent Development
 - EDUC-P 570 Managing Classroom Behavior
 - EDUC-W 505 Professional Development Workshop
 - EDUC-W 551 Educational Foundations for High Ability Students

Biology (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
 - Complete 3 credit hours from the following
 - EDUC-Q 514 Workshop in Junior High/Middle School Science
 - EDUC-Q 540 Teaching Environmental Education
 - EDUC-Q 550 Science, Technology, and Society for a Changing World
 - EDUC-R 505 Workshop in Instructional Systems Technology
 - EDUC-S 512 Workshop in Secondary Education
 - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
 - Complete 18 credit hours of graduate level Biology
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Biology (18 cr.)

For students beginning Fall 2020 and beyond.

- Core course: EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- Complete 18 credit hours of graduate level Biology

Chemistry (18 cr.)

For students beginning Fall 2020 and beyond.

- Core course: EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- Complete 15 credit hours from:
 - CHEM-T 510 Inorganic Chemistry
 - CHEM-T 520 Organic Synthesis
 - CHEM-T 525 Forensic Chemistry
 - CHEM-T 530 Organic Synthesis
 - CHEM-T 540 Physical Chemistry
 - CHEM-T 550 Introductory Biochemistry
 - CHEM-T 555 Survey in Chemistry
 - CHEM-T 560 Environmental Chemistry
 - CHEM-T 570 Nuclear Chemistry
 - CHEM-T 580 Physical Biochemistry
- CHEM-T 590 Chemistry Capstone

Composition Studies (24 cr.)

- Complete four credit hours from the following
 - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
 - EDUC-L 535 Teaching Adolescent/Young Adult Literature
 - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
 - EDUC-W 505 (1 cr.) Professional Development Workshop
 - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
- Complete one of the following
 - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
 - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies
- Complete one of the following
 - ENG-G 660 (4 cr.) Stylistics
 - ENG-L 646 (4 cr.) Readings in Media, Literature, and Culture
- Complete one of the following
 - ENG-W 510 (4 cr.) Computers in Composition
 - ENG-W 553 (4 cr.) Theory and Practice of Exposition
 - ENG-W 590 (4 cr.) Teaching Composition: Theories and Application
 - ENG-W 620 (4 cr.) Advanced Argumentative Writing
- Complete one of the following
 - ENG-W 501 (4 cr.) Practicum on the Teaching of Composition in College

- ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
- Complete one of the following
 - ENG-R 546 (4 cr.) Rhetoric and Public Culture
 - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
 - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition

Educational Leadership (24 cr.)

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 510 School Community Relations
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 635 Public School Budgeting and Accounting
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 638 Public School Personnel Management
- EDUC-A 695 Practicum in Educational Leadership

English (24 cr.)

- Complete four credit hours from the following
 - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
 - EDUC-L 535 Teaching Adolescent/Young Adult Literature
 - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
 - EDUC-W 505 (1 cr.) Professional Development Workshop
 - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
- Complete five courses from a desired discipline or sub-field
 - Literature
 - ENG-L 503 (4 cr.) Teaching of Literature in College
 - ENG-L 553 (4 cr.) Studies in Literature
 - ENG-D 600/G 655 (4 cr.) History of the English Language
 - ENG-L 5XX/6XX (4 cr.) Course approved by advisor
 - Language
 - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
 - ENG-W 508 (4 cr.) Graduate Creative Writing for Teachers
 - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies
 - ENG-W 554 (4 cr.) Practicum Teaching of Creative Writing
 - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
 - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition
- Composition Studies
 - ENG-G 660 (4 cr.) Stylistics

- ENG-L 646 (4 cr.) Readings in Media, Literature, and Culture
- ENG-R 546 (4 cr.) Rhetoric and Public Culture
- ENG-W 501 (4 cr.) Practicum on the Teaching of Composition in College
- ENG-W 510 (4 cr.) Computers in Composition
- ENG-W 553 (4 cr.) Theory and Practice of Exposition
- ENG-W 590 (4 cr.) Teaching Composition: Theories and Application
- ENG-W 620 (4 cr.) Advanced Argumentative Writing
- ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition

English as a New/Second Language (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-L 502 Socio-psycholinguistic Application to Reading Instruction
- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
- EDUC-L 539 Language Foundations for ESL/EFL Teachers
- EDUC-L 540 ESL/EFL Instruction and Assessment Approaches
- EDUC-M 501 Local Clinical Experience in ENL: Observations (1 cr.)
- EDUC-M 501 Laboratory/Field Experience (2 cr.)
- One 3 cr course from advanced methods, workshop courses, or courses approved through petition
- Complete two of the following
 - EDUC-L 541 Writing Instruction for TESL Teachers
 - EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teaching
 - EDUC-L 547 Writing Instruction for TESL Teachers

English as a New/Second Language (18 cr.)

For students beginning Fall 2020 and beyond.

- EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
- EDUC-L 540 ESL/EFL Instruction and Assessment Approaches
- EDUC-L 539 Language Foundations for ESL/EFL Teachers
- EDUC-L 502 Socio-psycholinguistic Application to Reading Instruction
- EDUC-M 501 (1 cr.) Local Clinical Experience in ENL: Observations
- EDUC-M 501 (2 cr.) Local Clinical Experience in ENL: Teaching
- Complete one of the following
 - EDUC-L 541 Writing Instruction for TESL Teachers
 - EDUC-L 546 Mentorship and Literacy Coaching of EFL/ESL Teaching

- EDUC-L 547 Writing Instruction for TESL Teachers

Gifted and Talented (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-P 510 Psychology in Teaching
- EDUC-W 551 Educational Foundations for High Ability Students
- EDUC-W 552 Curriculum for Gifted and Talented
- EDUC-W 553 Methods and Materials for the Gifted and Talented
- EDUC-W 595 Practicum: High Ability Students
- Complete one of the following
 - EDUC-A 508 School Law and the Teacher
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-K 553 Classroom Management and Behavior Support
 - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
 - EDUC-P 516 Adolescent Development
 - EDUC-P 570 Managing Classroom Behavior
- One approved 3 cr IU Graduate Content Course outside the School of Education
- One 3 cr course from advanced methods, workshop courses, or courses approved through petition

Gifted and Talented (18 cr.)

For students beginning Fall 2020 and beyond.

- EDUC-W 551 Educational Foundations for High Ability Students
- EDUC-W 552 Curriculum for Gifted and Talented
- EDUC-W 553 Methods and Materials for the Gifted and Talented
- EDUC-W 595 Practicum: High Ability Students
- Complete 6 credit hours from the following
 - EDUC-A 508 School Law and the Teacher
 - EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education
 - EDUC-P 510 Psychology in Teaching
 - EDUC-P 516 Adolescent Development
 - EDUC-W 505 Professional Development Conference Topic: Coding in the Classroom

History (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies
- HIST-H 501 Historical Methodology
- Complete one of the following
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-L 520 Advanced Study in Foreign Language Teaching
 - EDUC-P 510 Psychology in Teaching
 - EDUC-R 505 Workshop in Instructional Systems Technology

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- EDUC-S 518 Advanced Study in the Teaching of Secondary School Science
- Any 3 cr Secondary Advanced Methods course
- Complete 15 cr from the following
 - HIST-A 507 American Cultural History
 - HIST-H 509 Special Topics in European History
 - HIST-H 511 Special Topics in U.S. History
 - HIST-H 520 (1 cr.) Shaping Careers in History
 - HIST-H 521 Special Topics in African, Asian, or Latin American History
 - HIST-H 523 The Holocaust
 - HIST-H 524 Issues in Contemporary Historiography
 - HIST-H 543 Practicum in Public History
 - HIST-H 546 History of Science, Medicine, and Technology
 - HIST-H 547 Special Topics in Public History
 - HIST-H 575 Graduate Readings in History
 - HIST-H 620 Colloquium in Modern Western European History
 - HIST-H 650 Colloquium in United States History
 - HIST-H 665 Colloquium in Latin American History
 - HIST-H 669 Colloquium in Comparative History
 - HIST-H 720 Seminar in Modern Western European History
 - HIST-H 750 Seminar in U.S. History
 - HIST-H 765 Seminar in Latin American History
 - HIST-H 775 Seminar in East Asian History
 - HIST-H 799 Seminar in World History
 - HIST-G 569 Modern Japan
 - HIST-G 585 Modern China
 - HIST-G 587 Contemporary China
 - HIST-T 500 Topics in History
- HIST-H 575 Graduate Readings in History
- HIST-H 620 Colloquium in Modern Western European History
- HIST-H 650 Colloquium in United States History
- HIST-H 665 Colloquium in Latin American History
- HIST-H 669 Colloquium in Comparative History
- HIST-H 720 Seminar in Modern Western European History
- HIST-H 750 Seminar in U.S. History
- HIST-H 765 Seminar in Latin American History
- HIST-H 775 Seminar in East Asian History
- HIST-H 799 Seminar in World History
- HIST-G 569 Modern Japan
- HIST-G 585 Modern China
- HIST-G 587 Contemporary China
- HIST-T 500 Topics in History

History (18 cr.)

For students beginning Fall 2020 and beyond.

- Core Course: EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies
- HIST-H 501 Historical Methodology
- Complete 15 credit hours from the following
 - HIST-A 507 American Cultural History
 - HIST-H 509 Special Topics in European History
 - HIST-H 511 Special Topics in U.S. History
 - HIST-H 520 (1 cr.) Shaping Careers in History
 - HIST-H 521 Special Topics in African, Asian, or Latin American History
 - HIST-H 523 The Holocaust
 - HIST-H 524 Issues in Contemporary Historiography
 - HIST-H 543 Practicum in Public History
 - HIST-H 546 History of Science, Medicine, and Technology
 - HIST-H 547 Special Topics in Public History

Language and Literature (24 cr.)

- Complete four credit hours from the following
 - EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
 - EDUC-L 535 Teaching Adolescent/Young Adult Literature
 - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
 - EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
 - EDUC-W 505 (1 cr.) Professional Development Workshop
- ENG-L 503 (4 cr.) Teaching of Literature in College
- Complete one of the following
 - ENG-W 509 (4 cr.) Introduction to Writing and Literacy Studies
 - ENG-W 500 (4 cr.) Teaching Composition: Issues and Approaches
- Complete one of the following
 - ENG-D 600 (4 cr.) History of the English Language
 - ENG-G 655 (4 cr.) History of the English Language
- Complete one of the following
 - ENG-W 508 (4 cr.) Graduate Creative Writing for Teachers
 - ENG-W 554 (4 cr.) Practicum Teaching of Creative Writing
 - ENG-W 600 (4 cr.) Topics in Rhetoric and Composition
 - ENG-W 682 (4 cr.) Special Topics: Rhetoric and Composition
- Complete one additional 4 cr English course approved by advisor

Literature (24 cr.)

- Complete four credit hours from the following

- EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education
- EDUC-L 535 Teaching Adolescent/Young Adult Literature
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence in Literacy
- EDUC-W 505 (1 cr.) Professional Development Workshop
- ENG-L 503 (4 cr.) Teaching of Literature in College
- ENG-L 553 (4 cr.) Studies in Literature
- Complete one of the following
 - ENG-D 600 (4 cr.) History of the English Language
 - ENG-G 655 (4 cr.) History of the English Language
- Complete two additional graduate level literature courses beginning with ENG-L for 8 credit hours

Mathematics (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
- Complete one of the following
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-L 520 Advanced Study in Foreign Language Teaching
 - EDUC-N 524 Math Teachers Workshop
 - EDUC-N 543 Advanced Study in the Teaching of Mathematics in the Elementary School
 - EDUC-P 510 Psychology in Teaching
 - EDUC-R 505 Workshop in Instructional Systems Technology
 - EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
 - EDUC-S 508 Problems in Secondary Education
- Complete 18 credit hours of graduate level Math

Mathematics (18 cr.)

For students beginning Fall 2020 and beyond.

- Core course: EDUC-N 517 Advanced Study in the Teaching of Secondary School Math
- Complete 18 credit hours of graduate level Math

Music (18 cr.)

For students beginning Fall 2020 and beyond.

- Core course: complete one of (if both are completed the second will count toward the 18 credit hour concentration)
 - MUS-E 527 Advanced Instrumental Methods
 - MUS-E 528 Advanced Choral Methods and Materials

- Complete 18 credit hours of
 - MUS-E 527 Advanced Instrumental Methods
 - MUS-E 528 Advanced Choral Methods and Materials
 - MUS-E 529 Special Topics in Music Education
 - MUS-E 545 Guided Professional Experience
 - MUS-E 567 Techniques of String Class Teaching
 - MUS-E 569 Seminar in Class Piano Teaching
 - MUS-G 566 Interpretation and Conducting of Band Literature
 - MUS-K 503 Projects in Electronic Music
 - MUS-K 710 Composition Graduate Elective
 - MUS-M 502 Composers
 - MUS-M 530 Contemporary Music
 - MUS-M 543 Keyboard Lit from 1700 to 1850
 - MUS-M 566 Ethnic Music Survey
 - MUS-M 656 Modern Music
 - MUS-T 512 Theory Review for Grad Students II
- Applied study Options: maximum of 8 credit hours
 - MUS-B 710 Horn Graduate Elective
 - MUS-B 720 Trumpet and Cornet
 - MUS-B 730 Trombone Graduate Elective
 - MUS-B 740 Euphonium Graduate Elective
 - MUS-B 750 Tuba Graduate Elective
 - MUS-L 700 Guitar Graduate Elective
 - MUS-P 700 Piano Graduate Elective
 - MUS-P 701 Graduate Secondary Piano
 - MUS-Q 700 Organ Graduate Elective
 - MUS-S 710 Violin Graduate Elective
 - MUS-S 720 Viola Graduate Elective
 - MUS-S 730 Cello Graduate Elective
 - MUS-S 740 Double Bass Graduate Elective
 - MUS-V 700 Voice Graduate Elective
 - MUS-W 710 Flute/Piccolo Graduate Elective
 - MUS-W 720 Oboe/Eng Horn Graduate Elective
 - MUS-W 730 Clarinet Graduate Elective
 - MUS-W 740 Bassoon Graduate Elective
 - MUS-W 750 Saxophone Graduate Elective

Psychology (24 cr.)

- EDUC-P 510 Psychology in Teaching
- Complete one of the following
 - EDUC-K 505 Intro of Special Education for Grad Students
 - EDUC-L 520 Advanced Study in Foreign Language Teaching
 - EDUC-R 505 Workshop in Instructional Systems Technology
 - EDUC-S 508 Problems in Secondary Education

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- PSY-P 502 Developmental Psychology
- PSY-P 505 Organizational Psychology
- PSY-P 509 Group Behavior and Communication
- PSY-P 624 Principles of Psychopathology
- Complete two of the following
 - PSY-P 508 Applied Research Project
 - PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics
 - PSY-P 521 Conflict Resolution and Mediation

Reading (24 cr.)

For students beginning Fall 2019 - Summer 2020.

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
- EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary Schools
- EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: RTI
- EDUC-L 520 Advanced Study in Foreign Language Teaching
- EDUC-W 505 (1 cr.) Professional Development Workshop
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 (1 cr.) Practicum in Reading
- EDUC-X 525 Practicum in Reading
- Complete one of the following
 - EDUC-L 535 Teaching Adolescent/Young Adult Literature
 - EDUC-L 559 Trade Books in Elementary Classrooms
 - EDUC-P 510 Psychology in Teaching
 - EDUC-W 505 Professional Development Conference Topic: Technology as a Teaching Tool
 - EDUC-W 553 Methods and Materials for the Gifted and Talented
 - Any approved graduate level writing, ENL/ESL, computer science, or literacy related course

Reading (18 cr.)

For students beginning Fall 2020 and beyond.

- Core course: EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary Schools
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Jr. High and Secondary School
- EDUC-S 516 Advanced Study in the Teaching of Secondary School English Arts
- EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: RTI
- EDUC-L 520 Advanced Study in Foreign Language Teaching
- EDUC-W 505 (1 cr.) Professional Development Workshop

- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 (1 cr.) Practicum in Reading
- EDUC-X 525 Practicum in Reading

Special Education (24 cr.)

- EDUC-K 500 (2 cr.) VT: Autism Spectrum Disorder
- EDUC-K 505 Intro of Special Education for Grad Students
- EDUC-K 535 Assessment and Remediation of the Mildly Handicapped
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-K 563 Diagnosis and Remediation of Learning Disabilities I
- EDUC-K 565 Collaboration and Service Delivery
- EDUC-K 580 Curriculum and Methods for the Educable Mentally Retarded
- EDUC-K 588 Supervised Teaching in Special Education
- EDUC-K 590 (1 cr.) Independent Study or Research in Special Education Topic: Methods of High Incidence

Technology (24 cr.)

- EDUC-P 510 Psychology in Teaching
- EDUC-R 505 Workshop in Instructional Systems Technology
- EDUC-R 531 Computer in Education
- EDUC-W 505 Professional Development Workshop Topic: Coding in the Classroom
- EDUC-W 505 Professional Development Workshop Topic: Virtual Field Trips
- EDUC-W 506 Using the Internet in K-12 Classroom
- EDUC-W 520 Planning for Technology Infrastructure
- EDUC-W 540 Technology-Infused Curriculum

Masters of Science in Secondary Education - Biology

Program Description

Students who are interested in earning a Master's degree in Secondary Education with a Biology concentration need to apply to the School of Education and the Biology Department in the School of Natural Sciences.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-S	590	Research in	3	B

Secondary Education

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following course:</i>		
EDUC-S	518	Advanced Study Teaching in Secondary School Science	3	B
		<i>Complete three credit hours from the following:</i>		
EDUC-Q	514	Workshop in Junior High/Middle School Science	1-3	B
EDUC-Q	550	Science, Technology and Society (STS) for the Changing World	3	B
EDUC-Q	540	Teaching Environmental Education	3	B
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High/Secondary School	3	B
EDUC-R	512	Workshop in Secondary Education	1-6	B
EDUC-R	505	Workshop in Instructional Systems Technology	3	B

Biology Courses (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
BIOL	500+	Biology graduate	18	B-

level courses as approved by the Biology Program Advisor in the School of Natural Sciences

Master of Science in Secondary Education - Composition Studies

Program Description

The M.S.Ed. program offers a concentration in composition that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for 4 instructors of dual credit courses. The program requires 36-credit hours of graduate level course work.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in composition to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (4 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Select one of the following:</i>		
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High/Secondary School	3	B

EDUC-L	535	Teaching 3 Adolescent Literature	B
EDUC-L	530	Topical 1-6 Workshop in Language Education <i>And/Or any one of the following as approved by your Program Advisor:*</i>	B
EDUC-W	505	Professional Development Workshop: Variable Titles	B
EDUC-K	590	Independent Study or Research in Special Education: Methods of High Incidence in Literacy	B

**Complete an additional course if the 4 units are not fulfilled by EDUC-S 514, EDUC-L 535, or EDUC-L 530.*

Composition Studies (20 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Select one of the following:</i>		
ENG-W	509	Writing 4 and Literacy Studies	B	
ENG-W	500	Teaching 4 Composition: Issues and Approaches <i>Select one of the following:</i>	B	
ENG-G	660	Stylistics 4	B	
ENG-L	646	Readings 4 in Media/ Literature/ Culture <i>Select one of the following:</i>	B	
ENG-W	510	Computers 4 in Composition	B	

ENG-W	553	Theory 4 and Practice of Exposition	B
ENG-W	590	Teaching 4 Composition: Theories and Application	B
ENG-W	620	Advanced 4 Argumentative Writing <i>Select one of the following:</i>	B
ENG-W	501	Teaching 4 College Writing	B
ENG-W	600	Topics in 4 Rhetoric and Composition <i>Select one of the following:</i>	B
ENG-R	546	Rhetoric 4 and Culture	B
ENG-W	600	Topics in 4 Rhetoric and Composition	B
ENG-W	682	Special 4 Topics: Rhetoric and Composition	B

Master of Science in Secondary Education - Educational Leadership

Program Description

Our M.S.Ed. Program offers a concentration in educational leadership that prepares you to take on leadership roles in your school, district, or other educational organization. The program requires 36-credit hours of graduate level work. The coursework focuses on the specific challenges the next generation of education leaders will face. Build upon your classroom experience to develop innovative solutions that will build stronger organizations that serve students, teachers, and staff more effectively.

It meets the required accreditation outcomes, prepares candidates with research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in educational leadership to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
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EDUC-H	520	Education 3 and Social Issues	B
EDUC-P	507	Assessment in Schools	B
EDUC-J	500	Instruction 3 in Context of Curriculum	B
EDUC-A	590	Research 3 in Secondary Education	B

Elementary and Secondary Leadership Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-A	625	Administration of the Elementary School	3	B
EDUC-A	627	Secondary 3 School Administration	3	B
EDUC-A	638	Public 3 School Personnel Management	3	B
EDUC-A	695	Practicum 3 in Educational Leadership	3	B

Leadership Foundation Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-A	500	Introduction 3 to Educational Leadership	3	B
EDUC-A	510	School 3 and Community Relations	3	B
EDUC-A	608	Legal 3 Perspectives on Education	3	B
EDUC-A	635	Public 3 School Budgeting and Accounting	3	B

Master of Science in Secondary Education - English

Program Description

Our M.S.Ed. program offers a concentration in English that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC)

requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in English to the M.S.Ed degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education 3 and Social Issues	3	B
EDUC-H	507	Assessment in Schools	3	B
EDUC-J	500	Instruction 3 in the Context of Curriculum	3	B
EDUC-S	590	Research 3 in Secondary Education	3	B

Secondary Education Courses (4 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-S	514	<i>Select one of the following:</i> Advanced 3 Study in the teaching of Reading in Jr. High/ Secondary School	3	B
EDUC-L	535	Teaching 3 Adolescent Literature	3	B
EDUC-L	530	Topical 1-6 Workshop in Language Education <i>And/Or any one of the following as approved by your program advisor:*</i>	1-6	B
EDUC-W	505	Professional Development Workshop: Variable Titles	1	B

EDUC-K	590	Independent Study or Research in Special Education: Methods of High Incidence in Literacy	B
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*Complete an additional course if the 4 credit hours are not fulfilled.

English Courses (20 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Select 5 courses from a desired discipline or subfield:</i>		
		<u>Literature</u>		
ENG-L	503	Teaching Literature in College	4	B
ENG-L	553	Studies in Literature	4	B
ENG-D	600	History of the English Language*	4	B
ENG-G	655	History of the English Language*	4	B
ENG-L	5XX	500 Level ENG course as approved by advisor	4	B
ENG-L	6XX	600 Level ENG course as approved by advisor	4	B
		<u>Language</u>		
ENG-W	509	Writing and Literacy Studies	4	B
ENG-W	500	Teaching Composition: Issues and Approaches	4	B
ENG-W	600	Topics in Rhetoric and Composition	4	B
ENG-W	682	Special Topics: Rhetoric and Composition	4	B

ENG-W	508	Creative Writing for Teachers	4	B
ENG-W	554	Practicum Teaching of Creative Writing	4	B
		<u>Composition Studies</u>		
ENG-G	660	Stylistics	4	B
ENG-L	646	Readings in Media/Literature/Culture	4	B
ENG-W	510	Computers in Composition	4	B
ENG-W	553	Theory and Practice of Exposition	4	B
ENG-W	590	Teaching Composition: Theories and Application	4	B
ENG-W	620	Advanced Argumentative Writing	4	B
ENG-W	501	Teaching College Writing	4	B
ENG-R	546	Rhetoric and Culture	4	B
ENG-W	682	Special Topics: Rhetoric and Composition	4	B

*Cannot complete both ENG-D 600 and ENG-G 655 for this requirement.

Master of Science in Secondary Education - ENL/ESL

Program Description

The E.N.L/E.S.L concentration provides coursework for high school teachers seeking to enhance their knowledge and understanding of this growing and vitally important field. The concentration consists of 36 hours of coursework that focuses on both technical aspects of E.N.L/E.S.L instruction and wider cultural issues that offer context for understanding the classroom environment. In addition, field experience will acquaint students with the realities of this rewarding work. The certificate meets required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in E.N.L/E.S.L to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools		B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	1-3	B

E.N.L./E.S.L. Courses (24 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following courses:</i>		
EDUC-L	539	Language Foundation for ESL/EFL	3	B
EDUC-L	502	Socio-Psycholinguistics Application to Reading Instruction	3	B
EDUC-L	524	Language Issues in Bi- and Multi-Lingual Education	3	B
EDUC-L	540	ESL/EFL Instruction and Assessment Approaches	3	B
EDUC-M	501	Local Clinical Experience in ENL: Observations	1	B
EDUC-M	501	Laboratory/Field Experience	2	B
EDUC	500+	One credit course from advanced methods, workshop courses, or courses approved	3	B

		through petition		
		<i>Complete two of the following courses:</i>		
EDUC-L	546	Mentorship and Literacy Coaching of EFL/ESL Teaching	3	B
EDUC-L	547	Language Policy and Planning	3	B
EDUC-L	541	Writing Instruction for TESL Teachers	3	B

Master of Science in Secondary Education - Gifted and Talented

Program Description

Our M.S.Ed. program offers a concentration in the gifted and talented area that provides coursework for high school teachers seeking to enhance their knowledge and understanding of working with this special population. The concentration consists of 36 hours of coursework.

The coursework focuses on developing specialized approaches to students and curriculum, on understanding adolescent behavior and gifted/talented psychology and other issues.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in gifted and talented instruction to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-H	507	Assessment in Schools		B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
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EDUC-P	510	<i>Complete the following:</i> Psychology 3 in Teaching	3	B
EDUC-A	508	<i>Choose one of the following:</i> School Law and the Teacher	3	B
EDUC-K	505	Introduction to Special Education for Graduate Students	3	B
EDUC-K	553	Management of Academic and Social Behavior	3	B
EDUC-L	524	Language Issues in Bi-and Multi-Lingual Education	3	B
EDUC-P	516	Adolescent Behavior and Development	3	B
EDUC-P	570	Managing Classroom Behavior	3	B

Gifted and Talented Courses (15 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-W	551	Education and Psychology of the Gifted and Talented	3	B
EDUC-W	552	Curriculum for the Gifted and Talented	3	B
EDUC-W	553	Methods and Materials for the Gifted and Talented	3	B
EDUC-W	595	Practicum in Gifted and Talented	3	B
XXXX-X	500+	One approved	3	B

3-hour IU Graduate Content Course outside the School of Education

Education Elective (3 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC	500+	Three credit hours from courses listed above, workshop courses, or courses approved through petition.	3	B

Master of Science in Secondary Education - History

Program Description

Our M.S.Ed. program offers a concentration in history that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

The coursework focuses on teaching the advanced methods and skills of historians through classes on the modern world with special courses in U.S., European, Latin American and Chinese history.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in history to the M.S.Ed degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following:</i>		
EDUC-S	519	Advanced Study Teaching Secondary School Social Studies	3	B
		<i>Select one of the following:</i>		
EDUC-P	510	Psychology in Teaching	3	B
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High/ Secondary School	3	B
EDUC-K	505	Introduction to Special Education	3	B
EDUC-R	505	Workshop in Instructional Systems Technology	3	B
EDUC-L	520	Advanced Study of Second/ Foreign Language Teaching	3	B
EDUC-S	518	Advanced Study Teaching Secondary School Science	3	B
EDUC	500+	Any credit Secondary Advanced Methods course	3	B

History Courses (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following:</i>		
HIST-H	501	Historical Methodology	3	B-
		<i>Consult with your</i>		

<i>History Program Advisor to select 15 credit hours of elective courses:</i>				
HIST-A	507	American Cultural History	3	B-
HIST-H	509	Special Topics in European History	3	B-
HIST-H	511	Special Topics in U.S. History	3	B-
HIST-H	520	Shaping Careers in History	3	B-
HIST-H	521	Special Topics in History	3	B-
HIST-H	523	The Holocaust	3	B-
HIST-H	524	Issues in Contemporary Historiography	3	B-
HIST-H	543	Practicum in Public History	3	B-
HIST-H	546	History of Science, Medicine, and Technology	3	B-
HIST-H	547	Special Topics in Public History	3	B-
HIST-H	575	Graduate Readings in History	3	B-
HIST-H	620	Colloquium in Modern Western European History	3	B-
HIST-H	650	Colloquium on United States History	3	B-
HIST-H	665	Colloquium in Latin American History	3	B-
HIST-H	720	Seminar in Modern Western European History	3	B-

HIST-H	765	Seminar in Latin American History	3	B-
HIST-H	775	Colloquium in East Asian History	3	B-
HIST-H	750	Seminar in U.S. History	3	B-
HIST-H	775	Seminar in East Asian History	3	B-
HIST-H	799	Seminar in World History	3	B-
HIST-G	569	Modern Japan	3	B-
HIST-G	587	Contemporary China	3	B-
HIST-T	500	Topics in History	3	B-

Master of Science in Secondary Education - Languages and Literature

Program Description

Our M.S.Ed. program offers a concentration in language arts and literature that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in language arts and literature to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (4 Credit hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
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		Select one of the following:		
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High/ Secondary School	3	B
EDUC-L	535	Teaching Adolescent Literature	3	B
EDUC-L	530	Topical Workshop in Language Education And/Or any one of the following as approved by your Program Advisor:*	1-6	B
EDUC-W	505	Professional Development Workshop: Variable Titles		B
EDUC-K	590	Independent Study or Research in Special Education: Methods of High Incidence in Literacy		B

*Complete one additional course if the four credit hours are not fulfilled.

Language and Literature Courses (20 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		Complete one of the following:		
ENG-W	509	Writing and Literacy Studies	4	B
ENG-W	500	Teaching Composition: Issues and Approaches Complete the following:	4	B

ENG-L	503	Teaching Literature in College	4	B
<i>Complete one of the following:</i>				
ENG-D	600	History of the English Language	4	B
ENG-G	655	History of the English Language	4	B
<i>Complete one of the following:</i>				
ENG-W	600	Topics in Rhetoric and Composition	4	B
ENG-W	682	Special Topics: Rhetoric and Composition	4	B
ENG-W	508	Creative Writing for Teachers	4	B
ENG-W	554	Practicum Teaching of Creative Writing	4	B
<i>Complete one of the following:</i>				
ENG	500+	Additional English course approved by advisor	4	B

EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (4 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
<i>Complete one of the following courses:</i>				
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High/Secondary School	3	B
EDUC-L	535	Teaching Adolescent Literature	3	B
EDUC-L	530	Topical Workshop in Language Education	1-6	B
<i>And/Or complete one of the following as approved by your Program Advisor:*</i>				
EDUC-W	505	Professional Development Workshop: Variable Titles		B
EDUC-K	590	Independent Study or Research in Special Education: Methods of High Incidence in Literacy		B

Master of Science in Secondary Education - Literature

Program Description

Our M.S.Ed. program offers a concentration in literature that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in literature to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B

*Complete an additional course if the four credit hours are not met

English - Literature Courses (20 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
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		<i>Complete the following courses:</i>		
ENG-L	503	Teaching Literature in College	4	B
ENG-L	553	Studies in Literature	4	B
		<i>Complete one of the following courses:</i>		
ENG-D	600	History of the English Language	4	B
ENG-G	655	History of the English Language	4	B
		<i>Complete the following:</i>		
ENG-L	500+	Other graduate level literature course	4	B
ENG-L	500+	Other graduate level literature course		

Master of Science in Secondary Education - Mathematics

Program Description

Our M.S.Ed. program offers a concentration in mathematics that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

The coursework focuses on teaching advanced methods and skills in mathematics through special courses in areas such as analysis, algebra, geometry, application, statistics and more.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in mathematics to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools		B

EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following course:</i>		
EDUC-N	517	Advanced Study in the TEaching of Secondary School Mathematics	3	B
		<i>Complete one of the following courses:</i>		
EDUC-N	543	Advanced Study in the Teaching of Mathematics	3	B
EDUC-N	524	Math Teachers Workshop	3	B
EDUC-S	514	Advanced Study in the Teaching of REading in Jr. High/ Secondary School	3	B
EDUC-K	505	Introduction to Special Education	3	B
EDUC-R	505	Workshop in Instructional Systems	3	B
EDUC-L	520	Advanced Study of Second/ Foreign Language Teaching (ENL)	3	B
EDUC-S	508	Problems in Secondary Education	3	B

EDUC-P	510	Psychology 3 in Teaching	B
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Mathematics Courses (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
MATH	500+	Graduate level math course approved by advisor	3	B
MATH	500+	Graduate level math course approved by advisor	3	B
MATH	500+	Graduate level math course approved by advisor	3	B
MATH	500+	Graduate level math course approved by advisor	3	B
MATH	500+	Graduate level math course approved by advisor	3	B

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-S	590	Research in Education	3	B

Secondary Education Courses (6 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-P	510	Psychology 3 in Teaching <i>Complete the following course:</i>	3	B
EDUC-S	514	Advanced Study in the Teaching of Reading in the Jr. High and Secondary Schools for Jr. High/Middle School and Secondary Teachers	3	B
EDUC-K	505	Introduction to Special Education for Graduate Students	3	B
EDUC-R	505	Workshop in Instructional Systems Technology	3	B
EDUC-L	520	Advanced Study of Foreign Language Teaching	3	B
EDUC-S	508	Problems in	3	B

Master of Science in Secondary Education - Psychology

Program Description

Our M.S.Ed. program offers a concentration in psychology that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to satisfy Higher Learning Commission (HLC) requirements for instructors of dual credit courses. The program requires 36-credit hours of graduate level work.

The coursework focuses on teaching advanced methods and skills in psychology through special courses in developmental psychology, organizational psychology, group behavior and more.

It meets the required accreditation outcomes, prepares candidates with research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in psychology to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Secondary
Education

Psychology Courses (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
PSY-P	502	Developmental Psychology	3	B
PSY-P	505	Organizational Psychology	3	B
PSY-P	509	Group Behavior and Communication	3	B
PSY-P	624	Principles of Psychopathology	3	B
PSY-P	508	Applied Research Project	3	B
PSY-P	511	Seminar in Professional Skills, Legal Issues, and Ethics	3	B
PSY-P	521	Conflict Resolution and Mediation	3	B
PSY	500+	Other graduate level psychology course approved by advisor	3	B

Master of Science in Secondary Education - Reading

Program Description

The M.S.Ed. program offers a concentration in reading that provides coursework for high school teachers seeking to enhance their knowledge and understanding of this field in order to better address the needs of their students in this critical learning area.

It meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in reading to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B

EDUC-J	500	Introduction in Context of Curriculum	3	B
EDUC-X	590	Research in Reading	3	B

Secondary Reading Courses (9 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
		<i>Complete one of the following:</i>		
EDUC-P	510	Psychology in Teaching	3	B
EDUC-W	505	Professional Development Workshop in Literacy	3	B
EDUC-W	553	Gifted and Talented	3	B
EDUC-L	559	Children's Literature	3	B
EDUC-L	535	Adolescent Literature	3	B
ENG-W	500+	Approved Graduate Level Writing Course		
EDUC-	500+	Approved Graduate Level ENL/ESL Course	3	B
CSCI-	500+	Approved Graduate Level Computer Course	3	B
XXXX-X	500+	Approved Literacy Course by Advisor	3	B
		<i>Complete the following:</i>		
EDUC-S	514	Advanced Study in the Teaching of Reading in Jr. High and Secondary Schools	3	B
EDUC-S	516	Advanced Study in the Teaching of English Language	3	B

Arts in
the Jr.
High and
Secondary
School

Reading Courses (15 Credit Hours)

Dept.	Course Number	Course Description	Credit Hours	Minimum Grade
EDUC-E	545	Advanced Study in the Teaching of Reading in Elementary School	3	B
EDUC-X	504	Diagnosis of Reading Difficulties	3	B
EDUC-L	520	Advanced Methods of Second/Foreign Language Teaching/ENL	3	B
EDUC-K	590	Topics in Special Education: RTI	1	B
EDUC-W	505	Professional Development Workshop: Technology as a Teaching Tool	1	B
EDUC-X	525	Practicum: Impacting Student Learning	3	B
EDUC-X	525	Practicum in Reading: Literacy Leadership	3	B

Master of Science in Secondary Education - Special Education

Program Description

Our M.S.Ed. program offers a concentration in special education that enables teachers to address the scholastic needs of students with mental, emotional, learning and other differences or disabilities. The program requires 36-credit hours of graduate level work that reflects comprehensive approach to building skills.

The special education concentration meets the required accreditation outcomes, prepares candidates with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in special education to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education and Social Issues	3	B
EDUC-P	507	Assessment in Schools	3	B
EDUC-J	500	Instruction in the Context of Curriculum	3	B
EDUC-S	590	Research in Secondary Education	3	B

Special Education Courses (24 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-K	505	Introduction to Special Education of Graduate Students	3	B
EDUC-K	563	Learning Disabilities	3	B
EDUC-K	535	Assessment of Mildly Handicapped	3	B
EDUC-K	553	Management of Academic and Social Behavior	3	B
EDUC-K	565	Collaboration and Service Delivery	3	B
EDUC-K	500	Topical Seminar in Special Education: Autism Spectrum	2	B
EDUC-K	580	Curriculum and Methods of Educating Mental Disabilities	3	B
EDUC-K	590	Independent Study or research in Special Education V.T. High Incidence Methods	1	B

EDUC-K	588	- RTI in Literacy Supervised 3 Teaching in Special Education	B
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Master of Science in Secondary Education - Technology

Program Description

Our M.S.Ed. program offers a concentration in technology that provides coursework for high school teachers to enhance their knowledge and understanding of this field.

The concentration consists of 36 credit hours focusing on teaching advanced methods and skills in the use of computing, as well as broader contextual courses on science, mathematics, and other considerations at the intersection of technology and the classroom.

It meets the required accreditation outcomes, prepares students with required research skills, guarantees that curriculum needs are met and adds the recognition of a concentration in technology to the M.S.Ed. degree.

Program Requirements

Core Courses (12 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-H	520	Education 3 and Social Issues	3	B
EDUC-P	507	Assessment in Schools		B
EDUC-J	500	Introduction in Context of Curriculum		B
EDUC-S	590	Research 3 in Secondary Education	3	B

Secondary Education Courses (9 Credit hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-P	510	Psychology 3 in Teaching*	3	B
EDUC-W	505	Professional Development Workshop		B
EDUC-W	505	Professional Development Workshop (Virtual Field Trips)		B

*A technology elective can be used to fulfil this requirement, please see your advisor for additional information.

Technology Courses (15 Credit Hours)

Dept.	Course Number	Course Name	Credit hours	Minimum Grade
EDUC-R	531	Computers 3 in Education	3	B
EDUC-W	520	Technical Issues in Computer-Based Education	3	B
EDUC-W	540	Computer-Based Teaching Methods	3	B
EDUC-R	505	Workshop 3 in Instruction Systems Technology: Multimedia in Instructional Design	3	B
EDUC-W	506	Using the Internet in the K-12 Classroom	3	B

Graduate Certificate in Reading

Our graduate certificate in reading offers classroom instruction and training experiences necessary to be fully competent in the content and pedagogy of reading instruction. The four-course program delivers deep knowledge of language, reading psychology, children's literature, or the management of a reading program based on assessment.

Elementary Focus

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
EDUC-E	545	Advanced Study of the Teaching of Reading in Elementary School	3	B
EDUC-E	549	Advanced Study in the Teaching of Language Arts in the Elementary School	3	B

		<i>Select one of the following:</i>		
EDUC-X	504	Diagnosis of Reading Difficulties in the Classroom	3	B
EDUC-E	515	Workshop in Elementary Reading	3	B
		<i>Consult with an advisor to select a course to meet specific instructional needs. Such courses include but are not limited to:</i>		
EDUC-L	520	Advanced Methods of Second/ Foreign Language Teaching	3	B
EDUC-K	590	Methods in High Incidence	3	B
EDUC-W	505	Impacting Student Learning	3	B
EDUC-W	506	Internet in the Classroom	3	B
EDUC-P	510	Psychology of Teaching	3	B
		<i>Optional Course Outside of Education:</i>		
XXXX-X	500+	Optional Course Outside of Education*	3	B

*A fifth course may be approved from a school outside the School of Education.

Secondary Focus

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
		<i>Complete the following:</i>		

EDUC-S	514	Advanced Study of the Teaching of Reading in Jr. High/ Secondary School	3	B
EDUC-S	516	Advanced Study of the Teaching of Language Arts in the Jr. High/ Secondary School	3	B
		<i>Select one of the following:</i>		
EDUC-X	504	Diagnosis of Reading Difficulties in the Classroom	3	B
EDUC-E	515	Workshop in Elementary Reading	3	B
		<i>Consult with an advisor to select a course to meet specific instructional needs. Such courses include but are not limited to:</i>		
EDUC-L	520	Advanced Methods of Second/ Foreign Language Teaching	3	B
EDUC-K	590	Methods in High Incidence	3	B
EDUC-W	505	Impacting Student Learning	3	B
EDUC-W	506	Internet in the Classroom	3	B
EDUC-P	510	Psychology of Teaching	3	B

		<i>Optional Course Outside of Education:</i>		
XXXX-X	500+	Optional Course Outside of Education*	3	B

*A fifth course may be approved from a school outside the School of Education.

School of Natural Sciences

School of Natural Sciences

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 Campus Office: LF 258
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Programs

Graduate Programs

- Biology (Masters of Arts)
- Chemistry (Masters of Arts)
- Mathematics (Masters of Arts)

Certificates

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

School Information

Policies and Information

Policies and Information

Admissions Requirements and Process - Graduate Certificate in Mathematics

Applicants must possess a B.A. or B.S. in Mathematics, or a related bachelor's degree in education with a mathematics specialization, concentration, or outside area; or two years of secondary teaching experience in dual-credit mathematics classes. Application material to be submitted through the graduate admissions portal.

Master of Arts for Teachers in Biology

Degree Requirements

Students receiving the Master of Arts for Teachers in Biology must complete 30 total graduate credit hours including:

- Biology Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Biology Component (18 cr.)

- BIOL-T 570 Evolution
- Molecular-Cellular Elective: complete two of the following:

- BIOL-T 571 Introduction Biochemistry
- BIOL-T 572 Cell Biology
- BIOL-T 573 Macromolecular Structure & Interaction
- BIOL-T 574 Immunology
- BIOL-T 575 Molecular Biology
- BIOL-T 576 Bioinformatics: Theory and Application
- BIOL-T 577 Molecular Genetics and Genomics

- Organismal Electives: complete two of the following:
 - BIOL-T 580 Developmental Biology
 - BIOL-T 581 Neurobiology
 - BIOL-T 582 Advanced Field Zoology
 - BIOL-T 583 Problems in Genetics - Higher Organisms
 - BIOL-T 584 Marine Community Ecology
 - BIOL-T 585 Model Organisms in Research
 - BIOL-T 586 Animal Nutrition
 - BIOL-T 587 Ornithology
 - BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
 - BIOL-T 589 Ecology
- Capstone Course: complete one of the following:
 - BIOL-T 585 Model Organisms in Research
 - BIOL-T 590 Critical Analysis of Scientific Literature
 - BIOL-T 591 History of Life
 - BIOL-T 592 Social Implications of Biology

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Biology

General Requirements

Students pursuing a graduate certificate in Biology must complete the following requirements

- 18 credit hours in Biology
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- BIOL-T 570 Evolution
- Complete two of the following courses
 - BIOL-T 571 Introductory Biochemistry
 - BIOL-T 572 Cell Biology
 - BIOL-T 573 Macromolecular Structure & Interaction
 - BIOL-T 574 Immunology
 - BIOL-T 575 Molecular Biology
 - BIOL-T 576 Bioinformatics: Theory and Application
 - BIOL-T 577 Molecular Genetics and Genomics

- Complete two of the following courses
 - BIOL-T 580 Developmental Biology
 - BIOL-T 581 Neurobiology
 - BIOL-T 582 Advanced Field Zoology
 - BIOL-T 583 Problem in Genetics - Higher Organisms
 - BIOL-T 584 Marine Community Ecology
 - BIOL-T 585* Model Organisms in Research (Counted only once)
 - BIOL-T 586 Animal Nutrition
 - BIOL-T 587 Ornithology
 - BIOL-T 588 Horticultural Plants: Biotechnology, Physiology, and Development
 - BIOL-T 589 Ecology
- Complete one course
 - BIOL-T 585* Model Organisms in Research
 - BIOL-T 590 Critical Analysis of Scientific Literature
 - BIOL-T 591 History of Life
 - BIOL-T 592 Social Implications of Biology

Master of Arts for Teachers in Chemistry

Degree Requirements

Students receiving the Master of Arts for Teachers in Chemistry must complete 30 total graduate credit hours including:

- Chemistry Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Chemistry Component (18 cr.)

- Chemistry Electives: complete five of the following:
 - CHEM-T 510
 - CHEM-T 520
 - CHEM-T 530
 - CHEM-T 540
 - CHEM-T 550
 - CHEM-T 555
 - CHEM-T 560
 - CHEM-T 570
- CHEM-T 590

Education Component (12 cr.)

- EDUC-J 500
- EDUC-P 507
- EDUC-H 520
- EDUC-Y 520

Graduate Certificate in Chemistry

General Requirements

Students pursuing a graduate certificate in Chemistry must complete the following requirements

- 18 credit hours in Chemistry

- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 3.0 is required

Course Requirements

- CHEM-T 590 Chemistry Capstone
- Complete five of the following courses
 - CHEM-T 510 Inorganic Chemistry
 - CHEM-T 520 Organic Synthesis
 - CHEM-T 530 Organic Spectroscopy
 - CHEM-T 540 Physical Chemistry
 - CHEM-T 550 Introductory Biochemistry
 - CHEM-T 555 Survey in Chemistry VT: Organic, Analytical, Inorganic, etc
 - CHEM-T 560 Environmental Chemistry
 - CHEM-T 570 Nuclear Chemistry

Master of Arts for Teachers in Mathematics

Degree Requirements

Students receiving the Master of Arts for Teachers in Mathematics must complete 30 total graduate credit hours including:

- Mathematics Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Mathematics Component (18 cr.)

Complete 18 credit hours from the following categories with at least one course in three different categories. Each course may be repeated with a different topic.

- Algebra
 - MATH-T 601 Topics in Algebra
- Analysis
 - MATH-T 610 Topics in Analysis
- Topology/Geometry
 - MATH-T 620 Topics in Topology/Geometry
- Differential Equations & Application
 - MATH-T 640 Topics in Differential Equations and Applications
- Probability/Statistics
 - MATH-T 650 Topics in Probability/Statistics

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Mathematics

The Graduate Certificate in Mathematics will provide 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 at community colleges, and high school dual-credit and international baccalaureate mathematics teachers, among others. For those students who are teaching or plan to teach introductory post-secondary mathematics, certificate courses will help them integrate new mathematical concepts and approaches into their teaching, thereby improving the quality of instruction and learning outcomes for their students. To earn this 18 credit certificate, students will complete six graduate courses in at least 3 of the following five categories:

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS	MINIMUM GRADE
Complete at least one course in three of the following five categories				
MATH-T	601	Topics In Algebra	3	
MATH-T	610	Topics in Analysis	3	
MATH-T	620	Topics in Topology/Geometry	3	
MATH-T	640	Topics in Differential Equations and Applications	3	
MATH-T	650	Topics in Probability/Statistics	3	
Complete three additional elective courses chosen from the following five course categories				
MATH-T	601	Topics in Algebra	3	
MATH-T	610	Topics in Analysis	3	
MATH-T	620	Topics in Topology/Geometry	3	
MATH-T	640	Topics in Differential Equations and Applications	3	
MATH-T	650	Topics in Probability/Statistics	3	

School of Nursing

School of Nursing

Interim Dean: Dr. Donna Bowles
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 Telephone: (812) 941-2283
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Programs

Graduate Programs

- Nursing (Master of Science)

- Nursing Administrator
- Nursing Educator

School Information

- Mission
- General Information
- Policies and Procedures

Mission

The Mission of the IU Southeast School of Nursing (SON) is to create a community of learning that addresses society's need for caring professionals and that nurtures students, faculty, and staff from diverse backgrounds.

Purpose

The purpose of the Master of Science in Nursing (MSN) is to prepare registered nurses with advanced practice nursing knowledge in the areas of nursing education and administration. Nurses with this advanced knowledge will enhance health care for the community and impact the health care delivery system. Serving in educational and administrative roles will provide opportunities for enhanced health care delivery and ultimately improved health for citizens, locally and beyond. Nurses with masters preparation are, and will continue to be, in demand. Health care is a growing industry. Continued regional growth in health care cannot be sustained without advancements in the preparation of nurses at higher levels.

General Information

Standards of Performance

Students in the School of Nursing are expected to adhere to standards of performance and ethics that are the foundation of the nursing profession. These standards include:

- IU Southeast Code of Student Rights, Responsibilities, and Conduct
- [American Nurses Association \(ANA\) Professional Standards](#);
- [ANA Code of Ethics for Nurses](#); and
- IU Southeast School of Nursing Essential Abilities (see immediately below).

Essential Abilities

Students accepted into the IU Southeast School of Nursing program will need the cognitive ability, emotional stability, and physical endurance to complete the program and practice professional nursing. When determining professional suitability for the practice of nursing, the student must be able to do the following: exercise safe judgements based on assessment data, remain visibly calm in emergency situations, interact in a caring manner with others, follow directions, be flexible, and demonstrate honesty, integrity, commitment, cooperation, respect, and accountability. The student must not pose a significant risk to the health and safety of self or others. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as the following essential abilities:

1. Essential judgement skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of

- problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgements regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
 3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.
 4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
 5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.
 6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgement. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse consistent with accepted standards of practice (School of Nursing, General Policies, C-5 - Essential Abilities).

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames. Refer to Student Policies for more information.

ANA Standards of Professional Performance

The American Nurses Association has implemented Standards of Professional Performance (2010) that describe a competent level of behavior in the professional role. Registered nurses are accountable for their professional actions to themselves, their patients, their peers, and ultimately to society.

1. The registered nurse practices ethically.
2. The registered nurse attains knowledge and competency that reflects current nursing practice.
3. The registered nurse integrates evidence and research findings into practice.
4. The registered nurse contributes to quality nursing practice.
5. The registered nurse communicates effectively in all areas of practice.
6. The registered nurse demonstrates leadership in the professional practice settings and the profession.
7. The registered nurse collaborates with healthcare consumer, family and others in the conduct of nursing practice.
8. The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
9. The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.
10. The registered nurse practices in an environmentally safe and healthy manner.

ANA Code of Ethics for Nurses

Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. ***Students who violate accepted standards for professional nursing may be discharged from the program.*** The Code of Ethics for Nurses was adopted by the American Nurses Association in 1950 and revised in 1960, 1968, 1976, 1985, and 2001 (Reissued in 2010).

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environments of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Student Nurses Association (SNA)

With membership of approximately 50,000 nursing students nationwide, the National Student Nurses' Association (SNA) mentors the professional development of future nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.

Policies and Procedures

Academic Standing

Good Standing - Students who maintain a minimum cumulative grade point average (GPA) of 3.0 and earn a grade of "B-" (2.7) or better in all didactic courses and a grade of "S" in all required practicum/clinical courses will be considered in good standing.

Accreditation

Indiana University Southeast is accredited by The Higher Learning Commission located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: (800) 621-7440. At the time of publication, the Master of Science in Nursing Program is currently under initial review for accreditation by the Commission on Collegiate Nursing Education.

Admission Requirements

1. Graduation from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed.
4. At least two years experience as an RN, strongly preferred, or currently working as an RN.
5. Completion of an undergraduate statistics course with a grade of C or better
6. Completion of a criminal background check.
7. Submission of an Official College Transcripts from all prior schools where you received a degree, and/or completed graduate courses.
8. Submission of the following:
 - Personal Statement - See website for directions.
 - Two professional references - See website for directions.
 - CV/Résumé
9. Payment of the application fee.
 - Special Note to International Students: In addition to the MSN admission requirements listed above, international students and students for whom English is not their primary language must submit TOEFL-IBT scores with a required total minimum of 80, and at least 20 for each section.

Criminal Background Check

Many of the clinical sites where graduate students complete clinical/practicum experiences are now requiring verification of criminal history before students can be placed in their organizations. Based on requirements of these agencies, as well as state and federal regulations, all students must provide evidence that they have

submitted to a national criminal history check. Background checks must be submitted at the time of MSN Program application and is kept in the student's file. This is a one time requirement in the MSN program. To initiate check, start at this site.

Essential Abilities Requirement

1. The essential abilities criteria and procedure will be included in the IU Southeast Bulletin and incorporated into informational packets given to students interested in the nursing program.
2. Applicants accepting admission to the nursing program will be required to sign a letter of agreement that specifies the essential abilities criteria. This agreement states they have read and understand that they will be expected to meet the essential abilities in all settings and situations while an IUS nursing student.
3. Students questioning their physical, emotional or mental ability to meet the essential abilities criteria will be encouraged to address their inquiries with the IUS Coordinator of Disabilities Services.
4. Students with physical, emotional, mental health or learning disabilities (documented by a physician, psychologist, or qualified healthcare professional) will be guided by the Coordinator for the Office of Disability Services regarding appropriate accommodations. Students with disabilities must meet the essential abilities criteria with (or without) reasonable accommodations.
5. Faculty has the responsibility to determine when a student has failed to demonstrate these essential abilities. Faculty has the right to request consultation from recognized experts as deemed appropriate.
6. Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.
7. Students will be dismissed from their program of study if faculty determines that they are unable to meet these essential abilities.
8. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal this adverse determination in accordance with the Indiana University Southeast's appeal procedures.

Graduation Requirements

1. 39 credit hours of completed course work in the nursing curriculum
2. Grade point average of 3.0 (B) or above
3. Grade of B- or above in each required course
4. Incomplete, deferred grades removed from the transcript
5. Course work completed within six years of enrollment in nursing courses

Learning Outcomes

The MSN program will be evaluated on the practice of the graduates compared to stated program learning outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.

Master of Science in Nursing - Nursing Administrator

Description

Our master of science in Nursing degree prepares registered nurses with advanced practice nursing knowledge in the areas of nursing education and administration.

Nurses with this advanced knowledge enhance health care delivery for the community, while serving in leadership and administrative roles provides opportunities for advanced health care delivery systems and ultimately improved health for the citizens of our region.

Graduate Nursing Core (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
NURS-R	505	Measurement and Data Analysis		B-
NURS-N	502	Nursing Theory I	3	B-
NURS-R	500	Nursing Research Methods I	3	B-
NURS-Y	510	Advanced Practice Concepts I	3	B-

NURS-Y	520	Advanced Practice Concepts II	3	B-
NURS-I	630	Introduction to Nursing Informatics	3	B-

Direct Care Core (21 Credit hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
NURS-L	574	Administrative Management in Nursing	3	B-
NURS-N	504	Leadership for Advanced Practice Nursing	3	B-
NURS-L	530	Legal Environment of Health Care	3	B-
NURS-L	671	Financial Management	3	B-
BUSE	500+	Graduate Course in Business	3	B-
NURS-R	590	Research Study	3	B-
NURS-L	579	Nursing Administration Practicum	3	B-

Master of Science in Nursing - Nursing Educator

Description

Our master of science in Nursing degree prepares registered nurses with advanced practice nursing knowledge in the areas of nursing education and administration.

Nurses with this advanced knowledge enhance health care delivery for the community, while serving in leadership and administrative roles provides opportunities for advanced health care delivery systems and ultimately improved health for the citizens of our region.

Graduate Nursing Core (18 Credit Hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
NURS-R	505	Measurement and Data Analysis		B-
NURS-N	502	Nursing Theory I	3	B-
NURS-R	500	Nursing Research Methods I	3	B-
NURS-Y	510	Advanced Practice Concepts I	3	B-

NURS-Y	520	Advanced Practice Concepts II	3	B-
NURS-I	630	Introduction to Nursing Informatics	3	B-

Direct Care Core (21 Credit hours)

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
NURS-T	670	Teaching of Nursing	3	B-
NURS-T	615	Nursing Curriculum	3	B-
NURS-T	617	Evaluation in Nursing	3	B-
NURS-T	619	Computer Technologies for Nurse Educators	3	B-
EDUC	500+	Graduate Course in Education	3	B-
NURS-R	590	Research Study	3	B-
NURS-T	679	Nursing Education Practicum	3	B-

School of Social Sciences

School of Social Sciences

Dean: Dr. Kelly Ryan
 Campus Office: CV 140
 Telephone: (812) 941-2391
 Fax: (812) 941-2591
<https://www.ius.edu/social-sciences/>

Programs

Graduate Programs

- Criminal Justice and Public Safety (Master of Science)
- History (Master of Arts)
- Interdisciplinary Studies (Master of Interdisciplinary Studies)
- Liberal Studies (Master of Liberal Studies)
- Mental Health Counseling (Master of Arts)
- Political Science (Master of Arts)

Graduate Certificates

- Digital Media
- Interdisciplinary Studies
- Modern World History
- Organizational Leadership and Communication
- Program Leadership and Evaluation

Post- Certificates

- Asian Affairs
- Conflict Analysis and Resolution
- Diversity and Intercultural Competency

- European Affairs
- International Affairs
- Latin American Affairs
- Public Sector Management

School Information

Vision Statement

Policies and Information for Criminal Justice and Public Service

Policies and Information for Interdisciplinary Studies

Policies and Information for Mental Health Counseling

Vision

The mission of the School of Social Sciences is to provide students with a historical and contemporary context for investigating and understanding the individual, communities and societies, and the commonality and diversity of the human condition through our teaching, research, and service. Because the School is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share and advance knowledge, and we endorse the principles of the scientific method.

We strive to provide high quality instruction, which promotes lifelong learning and allows students to develop the capabilities needed to meet the complexities and challenges of the future. We seek to fulfill our mission by instilling in our students, especially our majors, the knowledge and skills to analyze information in a rational and logical manner, communicate effectively, and apply a healthy skepticism to simplistic explanations of complex problems.

Policies and Information for Criminal Justice and Public Service

Admission Requirements

- Applicants must provide official transcripts as evidence of a completed B.S./B.S. from an accredited institution.
- Minimum 3.00 last 60 undergraduate hours, 2.75 overall minimum with special consideration to individuals with five years related work experience.
- GRE (Subject to review, the program may waive the GRE for students with a 3.5 or higher undergraduate GPA in a related field.
- 250-word personal statement explaining background and goals for entering the program.
- TOEFL score 550 paper /79 Internet required for international students whose first language is not English.
- Students may provide supplementary materials such as letters of recommendations, writing samples, and related materials.
- An application fee of \$40 is required to apply for this program.

Criminal Justice and Public Policy

With its focus on the intersection of current research with policy debates and organizational challenges, the MS in Criminal Justice and Public Safety 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. Graduates of the program will be well-positioned to attain leadership roles in a variety of public and private organizations that will allow them to apply and implement many of the skills and ideas required to greater efficiency and real reform.

The online mode of instruction and collaborative model of pooled resources will offer students increased flexibility in terms of scheduling and course selection, which will making it easier to balance the demands of advanced graduate study with work and family obligations. Highly-motivated full-time students to complete the degree in 15 months (Fall/Spring/Summer/12-12-9 credit loads); part-time students can complete the degree in two-three years depending upon their enrollment patterns.

Core Courses (15 cr.)

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS
Complete the following course			
SPEA-J	586	Public Safety in the U.S.	3
Complete one of the following courses			
CJUS-P	501	Proseminar: Criminal Justice I	3
SPEA-J	582	Criminal Justice Systems	3
Complete one of the following courses			
SPEA-J	502	Research Methods in Criminal Justice and Public Safety	3
CJUS-P	594	Introduction to Research Methods	3
Complete one of the following courses			
SPEA-V	506	Statistical Analysis for Effective Decision Making	3
CJUS-P	595	Data Analysis in Criminal Justice	3
Complete one of the following courses			
CJUS-P	619	Crime and Public Policy	3
SPEA-J	666	Criminal Justice Policy and Evaluation	3

Choose a concentration and complete the courses specified

Criminal Justice Concentration (18 cr.)

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS
Complete one of the following courses			
SPEA-J	501	Evolution of Criminological Thought and Policy I	3
CJUS-P	502	Proseminar: Criminal Justice II	
Complete five of the following courses			
CJUS-P	512	Corrections	3
CJUS-P	515	Police in Society	3
CJUS-P	517	Juvenile Justice	3
CJUS-P	519	Probation and Parole	3
CJUS-P	602	Courts and Criminal Justice	3
CJUS-P	623	Violent Behavior	3
CJUS-P	627	White-collar Crime	3
CJUS-P	629	Victimization	3
CJUS-P	634	Sentencing Theory and Practice	3
CJUS-P	671	Comparative Criminal Justice Systems	3
CJUS-P	680	Seminar: Issues in Criminal Justice and Public Safety	3
CJUS-P	682	Seminar on Law Enforcement and Minorities	3
SPEA-J	520	Mapping and Analysis for Public Safety	3
SPEA-J	550	Topics in Criminal Justice and Public Safety	3
SPEA-J	588	Law and Control in Society	3
SPEA-J	587	Criminal Violation: Problems and Characteristics	3
SPEA-J	682	Planning and Management	3

Public Safety Concentration (18 cr.)

DEPT.	COURSE NUMBER	TITLE	CREDIT HOURS
Complete the following course			
SPEA-J	528	Risk Analysis for Public Safety	3
Complete five of the following courses			
CJUS-P	680	Seminar: Issues in Criminal Justice and Public Safety	3
SPEA-J	581	Public Safety Law	3
SPEA-J	520	Mapping and Analysis for Public Safety	3
SPEA-J	524	Crisis Management for Public Safety	3
SPEA-J	531	National and Homeland Security in America	3
SPEA-J	550	Topics in Criminal Justice and Public Safety	3
SPEA-V	560	Public Budgeting and Finance	3
SPEA-V	561	Public Human Resources Management	3

Policies and Information for Interdisciplinary Studies

- Admissions
- Program Mission
- Length of time to Finish Program
- Grade Requirements
- Policy Issue
- Cost and Financial Aid
- Transferring Graduate Hours
- Special Assistance
- Confidentiality of Student Records
- Student Right and Responsibilities

Admissions

Applications are accepted year-round and students may apply to enroll for Summer, Fall or Spring semesters. However, it is recommended that students submit all of their application materials at least 4 weeks prior to the start of the semester. Applications must be complete,

including letters of recommendation, one week before courses begin for the application semester.

Prerequisites

For regular admission, students must have completed a baccalaureate degree (BA or BS) from an accredited institution with a minimum grade point average of 3.0 (B) on a 4.0 scale. For regular admission, no other prerequisites are required.

For students with a GPA less than 3.0, exceptions for admission can be made at the discretion of the Master of Interdisciplinary (MIS) Director and the Admissions Committee.

If you have recently completed a bachelor's degree, the transcript is an important part of the admissions decision. However, having a cumulative GPA that is under 3.0 is not automatic grounds for rejection. Life experience is also an important factor in the review of admissions materials.

Students with less than a 3.0 should explain relevant life and work experiences, extenuating circumstances, and academic strengths in their personal statement. The admissions committee also considers these factors:

- GPA in the major and/or last years of study
- Any graduate admission exam scores (GRE, LSAT, etc.), and courses taken within the last three years in preparation for graduate level work.

For students with less than a cumulative 3.0, and for those students in need of addition preparation for graduate level coursework, we suggest two or three upper level undergraduate courses (with a grade of B or above) chosen in consultation with the MIS Director covering: advanced analytical writing, verbal reasoning, and quantitative reasoning skills. Please contact the program director for guidance on suggested courses.

The Admissions Committee reserves the right to request additional information from applicants to assess their candidacy for admission.

Application Requirements

Applications to the Interdisciplinary Studies programs (MIS or Graduate Certificates) are submitted electronically. All of the materials listed below, except the last, should be submitted during the on-line process:

1. Completed MIS Online Application.
2. Three letters of recommendation.
The on-line application requests mail and e-mail addresses of your references and automatically sends them an email requesting the recommendation. It is in your best interest to notify your references that the e-mail will be coming; and ask people to write letters who can speak to your ability to succeed in a graduate program. Former professors make better references than relatives or friends.
3. A personal statement of your educational objectives, covering:
 - Why do you wish to study in the MIS program?
 - What are your objectives in the MIS program?
 - You major and minor areas of interest for coursework
What strengths and weaknesses do you bring to this kind of graduate study?

- Students with less than a 3.0 should also explain relevant life and work experiences, extenuating circumstances, and academic strengths in this statement.
4. Your resume or CV; and any graduate admission exam scores you would like considered.
 5. All undergraduate and graduate transcripts-- complete and official. You will be asked to list all previous schools attended, but it is your responsibility to contact the schools for official transcripts. Note that you do not need to request any IU system transcripts; the MIS office can access IU transcripts. If you have international coursework, visit the International Applicants page to learn more.
 6. Application fee: \$40.
Electronic payment of fee expected before application deemed complete and expected.
 7. Conversation with the MIS Director.
Once we receive your complete application, the MIS director will contact you to schedule a conversation, either in-person or by telephone, at your convenience. You may also contact us at any time with questions or to schedule a meeting.

Program Mission

Students who have completed the MIS program will demonstrate:

- understanding of the methods of intellectual inquiry in multiple disciplines
- development of broader knowledge base with sufficient depth
- improved ability to critically analyze information
- ability to synthesize knowledge to examine complex issues
- capacity to apply learning to make informed decisions
- ability to communicate effectively

Student Characteristics

Typical of graduate liberal studies programs, MIS students at IU Southeast are diverse in their backgrounds and interests. Many are recent college graduates who miss the intellectual stimulation of a university environment. Some are teachers taking this program in addition to or in place of a Masters in Education Degree. The MIS program also attracts a significant number of professional people whose careers are very narrowly focused. They enjoy the opportunity to read, write, and think in areas outside their professional expertise, or to expand their areas of expertise.

Length of time to Finish Program

Most MIS students progress through the program on a part-time basis, taking just one or two classes a semester. Although it is possible to finish the program in as little as two years, we anticipate most students will take from three to five years to earn their degrees.

The Indiana University graduate school policy in their bulletin stipulates that course work may not be counted if it has been completed more than five years prior to awarding the degree. In order to maintain active student

status, if a student does not complete D602 Graduate Project within the semester after they have registered for a total of three (3) hours, they must continue to register for one (1) hour of D602 each semester until the project is completed.

Grade Requirements

MIS students are expected to maintain a GPA of 3.00 or better throughout their participation in the program. Credit toward the MIS degree is given only in courses for which you have earned a B or better. Should your GPA fall below 3.00 at any time, you will be asked to meet with the Director of the MIS Program and/or the MIS Program Advisory Council to discuss any problems you are having in the program. Students whose GPA falls below 3.00 may be placed on academic probation until they bring their GPA back to the 3.00 level.

Orientation

All students admitted to the MIS program are required to attend orientation at the beginning of their admission. Orientation is held in August of each year. Students will be introduced to the MIS program, the program staff, the program requirements, and the program faculty

Policy Issue

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 considerations of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Cost and Financial Aid

Indiana Residents pay the standard graduate tuition for courses they take. IU Southeast and the University of Louisville signed a reciprocity agreement allowing students from Bullitt, Jefferson, Meade, Oldham, Shelby, Spencer, and Trimble counties to enroll in the MIS program and pay in-state tuition rates. Students should check with the Student Financial Assistance Office, LB-100, or telephone 812-941-2246 for information on financial aid. A one-year scholarship of \$1000 is available to first-year MIS students who demonstrate academic merit.

Transferring Graduate Hours

A maximum of six graduate hours of course work, earned at an accredited institution may be applied to the MIS program at IU Southeast, subject to the approval of the director and the advisory council. Any transfer course credit cannot be over 5 years old when the MIS degree is completed. However, the MIS program cannot accept credit based on life experience, job skills, or other non-academic accomplishments.

Special Assistance

For people who have disabilities and need special assistance, special arrangements can be made to accommodate most needs.

Confidentiality of Student Records

In accordance with federal statutes and regulations, student records are confidential and available for disclosure to persons other than the student only under stated conditions.

Student Right and Responsibilities

A statement of students' rights and responsibilities is published in a handbook, Code of Student Rights, Responsibilities, and Conduct, which contains a description of due process hearings in the event of disciplinary action. 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 division can be found in the front section of the bulletin for that school. (While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.)

Interdisciplinary Studies

The Master of Interdisciplinary Studies program provides a fully accredited master's degree in interdisciplinary studies that includes foundational coursework, electives, and a graduate thesis project.

Concentrations Offered

- Applied Behavior Sciences
- Applied Science and Instruction
- Digital Media
- Gender Studies
- Health Humanities
- Individualized
- International Studies
- Organizational Leadership and Communication
- Post-Secondary Instruction

Degree Requirements (34 cr.)

- Interdisciplinary Core (13 cr.)
- Graduate Project (6 cr.)
- Concentration (15 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Interdisciplinary Core (13 cr.)

- IDIS-D 510 Intro to Interdisciplinary Studies (4 cr.)
- IDIS-D 501 Humanities Seminar
- IDIS-D 502 Social Sciences Seminar
- IDIS-D 503 Science Seminar

Graduate Project (6 cr.)

- IDIS-D 601 Graduate Project Proposal Seminar
- IDIS-D 602 Graduate Project

Select One Concentration (15 cr.)

Applied Behavioral Sciences

- PSY-P 505 Organizational Psychology
- PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics
- PSY-P 541 Methods of Survey Research
- Complete one of the following:
 - PSY-P 509 Group Behavior and Communication
 - PSY-P 502 Developmental Psychology
 - PSY-P 624 Principles of Psychopathology
 - PSY-P 512 Seminar in Grant Writing
 - EDUC-G 532 Introduction to Group Counseling
- Complete one of the following:
 - IDIS-D511/SPCH-S324 Persuasive Speaking
 - IDIS-D511/SPCH-S333 Public Relations
 - IDIS-D511/SPCH-S427 Cross Cultural Communication
 - IDIS-D511/SPCH-S440 Organizational Communication
 - IDIS-D511/SPCH-S450 Gender and Communication
 - EDUC-G504 Counseling Theories and Techniques II: Behavior and Family Systems

Applied Science and Instruction

- Complete two of the following:
 - EDUC-Q550 Science Technology and Society for a Changing World
 - EDUC-E518 Workshop in General Elementary Education
 - EDUC-Q590 Independent Study or Research in Science Education
 - EDUC-S518 Advance Study Teaching of Secondary School Science
 - EDUC-E516 Workshop in Elementary School Science
 - EDUC-E548 Advanced Teaching of Science in the Elementary School
 - EDUC-S512 Workshop in Secondary Education
 - Other courses as approved by program director
- Complete two of the following in a single area of science:
 - BIOL-L 579 Community Ecology
 - IDIS-D513/PLSC-B364 Summer Flowering Plants
 - IDIS-D513/PLSC-B373 Plant Growth and Development
 - IDIS-D513/CHEM-C317 Equilibria and Electrochemistry
 - IDIS-D513/CHEM-C364 Introduction to Basic Measurements
 - IDIS-D513/CHEM-C486 Biol Chemistry Laboratory
 - IDIS-D513/GEOG-G338 Geographic Information Science

- IDIS-D513/GEOL-G334 Principles of Sedimentology and Stratigraphy
 - IDIS-D513/GEOL-G417 Optical Mineralogy
 - IDIS-D513/BIOL-L313 Cell Biology Laboratory
 - IDIS-D513/BIOL-L319 Genetics Laboratory
 - IDIS-D513/BIOL-L474 Field and Laboratory Ecology
 - IDIS-D513/BIOL-L303 Field Biology
 - IDIS-D513/MICR-M315 Microbiology Laboratory
 - IDIS-D513/PHSL-P418 Lab in Comp Animal Physiology
 - IDIS-D513/ZOOL-Z383 Laboratory in Entomology
 - Other courses as approved by program director
- One elective

Digital Media

- IDIS-D512/JOUR-J301 Social Media Strategies
- IDIS-D513/INFO-I300 Human-Computer Interaction Design and Programming
- Complete one of the following:
 - IDIS-D513/INFO-I330 Legal and Social Informatics of Security
 - IDIS-D513/INFO-I368 Introduction to Network Science
 - IDIS-D513/INFO-I421 Applications of Data Mining
 - IDIS-D513/INFO-I441 Interaction Design Practice
- Complete two of the following:
 - IDIS-D511/SPCH-S307 Crisis Management
 - IDIS-D511/SPCH-S333 Public Relations
 - IDIS-D512/JOUR-C327 Writing for Mass Media
 - IDIS-D512/JOUR-J303 Online Journalism
 - IDIS-D512/JOUR-J321 Principles of Public Relations
 - IDIS-D512/JOUR-J344 Photojournalism Reporting
 - IDIS-D512/JOUR-J349 Public Relations Writing
 - IDIS-D512/JOUR-J354 Photo Journalism Editing
 - IDIS-D512/JOUR-J362 Journalism Multimedia Storytelling
 - IDIS-D512/JOUR-J384 Videojournalism

Gender Studies

Eighteen of the 34 hours required for the MIS degree must have a gender focus. Of these 18 hours, six are for the graduate project, which must have a gender theme. The remaining 12 hours may be obtained in several ways. Suggested courses include:

- IDIS-D512/FINA-A490 Topics in Art History
- IDIS-D512/LSTU-L385 Class, Race, Gender and Work
- IDIS-D512/PSY-P460 The Psychology of Women
- IDIS-D512/SOC-S308 Global Society

- IDIS-D512/SOC-R463 Inequality and Society
- IDIS-D512/PHIL-P314 Modern Philosophy
- IDIS-D512/PHIL-P394 Feminist Philosophy
- IDIS-D512/PSY-B388 Human Sexuality
- IDIS-D512/SOC-R320 Sexuality and Society

- Complete additional electives to obtain 34 total credit hours.

Health Humanities

- IDIS-D511/PHIL-P393 Biomedical Ethics
- IDIS-D512/PSY-P303 Health Psychology
- IDIS-D512/SOC-S314 Social Aspects of Health and Medicine
- Complete two of the following:
 - EDUC-Q 550 Science Technology and Society for a Changing World
 - IDIS-D512/ENG-L373 Interdisciplinary Approaches to English and American Literature
 - IDIS-D512/ENG-L378 Studies in Women and Literature
 - IDIS-D512/NURS-K301 Complementary Health Therapies
 - IDIS-D512/PSY-P305 Psychology and Cultures
 - Other courses as approved by program director

International Studies

- One multinational course
- One economics course
- One humanities course
- One social science course
- One additional course from economics, humanities, or social science
- Seminars from the Interdisciplinary Core and Graduate Project must be of an international nature with focus in the major area selected for other course work by the student (Europe, Latin America or East Asia).
- Students must have a foreign language proficiency equivalent to two years of college study. Students who have not met the requirement as an undergraduate would be required to demonstrate the appropriate level of language proficiency or to take two years of a foreign language. The foreign language in which the student is proficient is not required to match his/her major area (Europe, Latin America or East Asia) with the International Studies concentration.

Organizational Leadership and Communication

- IDIS-D512/PSY-B378 Introduction to Industrial Psychology
 - IDIS-D512/ENG-W331 Business and Administrative Writing
 - IDIS-D512/SPCH-S440 Organizational Communication
 - IDIS-D512/BUS-W320 Leadership and Ethics
 - One Elective
-

Post-Secondary Instruction

- IDIS-D591 Graduate Seminar in Teaching and Learning
- IDIS-D550 Teaching Assistantship
- Enough additional credit hours in a single field to achieve 15 total elective hours
- Teaching dossier: student evaluations of teaching, faculty review of teaching, teaching philosophy

Graduate Certificate in Interdisciplinary Studies

Our graduate certificate in interdisciplinary studies delivers a unique mix of substance and flexibility to help you attain your goals. And it places you within easy reach of a master's degree, to help you advance at a time when synergies among varied skillsets is in high demand.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 510 Intro to Grad Liberal Studies (4 credit hours)
- Complete two of the following seminars:
 - IDIS-D 501 Humanities Seminar
 - IDIS-D 502 Social Sciences Seminar
 - IDIS-D 503 Science Seminar

Electives

- Complete 6 additional credit hours of IDIS courses

Master of Liberal Studies

Degree Requirements (34 cr.)

- Required Core (13 cr.)
- Electives (12-18 cr.)
- Capstone Experience (3-9 cr.)
- A minimum GPA of 3.0 is required.
- All courses are 3 credit hours, unless otherwise noted.

Required Core

- LBST-D 510 Introduction to Graduate Liberal Studies (4 cr.)
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

Electives

Credits from an approved graduate certificate (including those created for dual credit teachers, such as Communication Studies, English Language and Literature, and Mathematics) will apply to this requirement. While most certificates are 18 hours, some may be up to 24 hours.

Capstone Experience Options

1. Traditional Thesis. 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.

2. Creative Project. Students who are focusing their MLS program on a creative field may complete a creative project for their MLS 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.
3. Peer-Reviewed Publication. Students may focus their thesis project work toward 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.
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.
5. Public Intellectual Capstone Course. 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 MLS degree. This option is fulfilled during the course LBST-D 600 Public Intellectual Practicum.

Policies and Information for Mental Health Counseling

Admission Requirements

To be admitted to the program, the following are required:

- Completed Application Dated & Signed. The application is a generic one for many of the graduate programs at IU Southeast so some information may not apply to you. For example, you do not need to submit a resume and are not expected to have a teaching license.
- \$40 Application Fee

- Three (3) Recommendations: It is recommended that at least two of the letters be from professors who have a good knowledge of the candidate's academic performance and potential. Please note that the application form provides you space to list those who will be writing letters of recommendation; a form will automatically be sent to those individuals.
- Official Transcript(s): A bachelor's or master's degree from an accredited college or university, with a suggested minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, is expected. Applicants with an undergraduate GPA below 3.0 may still be considered if other admission criteria warrant their consideration. Applicants should have a degree in Psychology or a related field such as Education, Communication, or Humanities. Admission also is considered for those who otherwise demonstrate the competency necessary to succeed in graduate work in Mental Health Counseling. Official transcripts from all colleges and universities you have attended are required. Please have the transcripts sent to School of Social Science, attn: Yolanda Zavala-Howe, IU Southeast, 4201 Grant Line Road, New Albany, IN 47150.
- Personal Statement: The personal statement should clearly explain the candidate's relevant educational background and the reasons the candidate wishes to pursue the degree.
- The Graduate Record Exam (GRE) is required for admission to the program. Candidates may submit recent (that is, no more than 3 years old) results of the GRE's general exam and/or subject exam. Acceptance will not be based entirely on the score.
- EDUC-G 550 Internship in Counseling
- PSY-G 552 Career Counseling and Development
- Complete one of the following
 - PSY-G 563 Foundation of Mental Health Counseling
 - EDUC-G 563 Mental Health Counseling
- PSY-G 567 Intro to Marriage and Family
- Complete one of the following
 - PSY-I 501 Multicultural Counseling
 - EDUC-G 575 Multicultural Counseling
- PSY-I 666 Cognitive Behavioral Interventions
- PSY-I 669 Psychological Assessment II
- Complete one of the following
 - PSY-P 502 Developmental Psychology
 - PSY-G 514 Lifespan Development
- PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics
- Complete one of the following
 - PSY-P 535 Introduction to Addictions Counseling
 - EDUC-G 510 Introduction to Alcohol & Drug Counseling
- Complete one of the following
 - PSY-P 540 Principles of Psychological Assessment & Prediction
 - PSY-I 664 Psychological Assessment in Rehabilitation I
- PSY-P 624 Principles of Psychopathology
- PSY-P 632 Introduction to Clinical Interventions
- Complete one of the following
 - PSY-P 690 Practicum in Clinical Psychology
 - EDUC-G 524 Practicum in Counseling
- PSY-P 736 Child Psychopathology

Mental Health Counseling

The Master of Arts in Mental Health Counseling provides graduates with the rigorous coursework and clinical experience required to become licensed mental health counselors in the State of Indiana. This program prepares individuals to provide evaluations, referrals, and short-term counseling services to help people prevent or remediate personal problems, conflicts, and emotional crises. It includes instruction in human development, psychopathology, individual and group counseling, personality theory, career assessment, patient screening and referral, observation and testing techniques, interviewing skills, professional standards and ethics, and applicable laws and regulations.

All courses are for 3 credit hours and have a minimum grade of B.

Degree Requirements

- PSY-G 520 Research in Counseling
- PSY-G 522 Counseling Theories
- Complete one of the following
 - PSY-G 532 Group Counseling
 - EDUC-G 532 Introduction to Group Counseling
- Complete three semesters (9 credit hours) from the following
 - PSY-G 550 Internship in Mental Health Counseling

Master of Arts for Teachers in History Degree Requirements

Students receiving the Master of Arts for Teachers in History must complete 30 total graduate credit hours including:

- History Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

History Component (18. cr)

- HIST-T 590 Historical Seminar
- Complete five of the following:
 - HIST-T 510 Historical Methodology
 - HIST-T 520 Teaching College History
 - HIST-T 530 Early American, 1400-1800
 - HIST-T 540 The Long 19th Century, 1800-1917
 - HIST-T 550 Modern United States, 1917-Present
 - HIST-T 560 US and the World - Comparative History

Education Component (12 cr.)

- EDUC-J 500 Instruction in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in History

General Requirements

Students pursuing a graduate certificate in History must complete the following requirements

- 18 credit hours in History
- Courses must be complete with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

- HIST-T 590
- Complete five courses from the following
 - HIST-T 510
 - HIST-T 520
 - HIST-T 530
 - HIST-T 540
 - HIST-T 550
 - HIST-T 560

Master of Arts for Teachers in Political Science

Degree Requirements

Students receiving the Master of Arts for Teachers in Political Science must complete 30 total graduate credit hours including:

- Political Science Component (18 cr.)
- Education Component (12 cr.)
- A minimum GPA of 3.0 is required
- All courses are 3 credit hours unless otherwise noted

Political Science Component (18 cr.)

- POLS-P 570 Introduction to the Study of Politics 1
- POLS-Y 580 Research Methods in Political Science
- POLS-Y 675 Political Philosophy
- POLS-Y 567 Public Opinion: Approaches and Issues
- POLS-Y 661 American Politics
- POLS-Y 657 Comparative Politics

Education Component (12 cr.)

- EDUC-J 500 Instructions in the Context of Curriculum
- EDUC-P 507 Planning and Assessment
- EDUC-H 520 Social Issues in Education
- EDUC-Y 520 Strategies for Educational Inquiry

Graduate Certificate in Political Science

General Requirements

Student pursuing a graduate certificate in Political Science must complete the following requirements

- XX credit hours in Political Science
- Courses must be completed with a grade of B or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 3.0 is required

Course Requirements

Graduate Certificate in Digital Media

The media landscape is changing rapidly, and understanding that landscape is vital in functioning as a professional communicator. Understanding digital technologies and multimedia storytelling are central competencies required of those working in many industries, such as journalism, public relations, advertising and travel/tourism.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 512 Topic: Social Media Strategies
- IDIS-D 513 Topic: Human Computer Interaction

Informatics Course

- Complete one of the following:
 - IDIS-D 513 Topic: Introduction to Network Science
 - IDIS-D 513 Topic: Legal and Social Informatics of Security
 - IDIS-D 513 Topic: Interaction Design Practice
 - IDIS-D 513 Topic: Application of Data Mining

Journalism and Public Relations

- Complete two of the following:
 - IDIS-D 511 Topic: Crisis Management
 - IDIS-D 511 Topic: Public Relations
 - IDIS-D 512 Topic: Photojournalism Reporting
 - IDIS-D 512 Topic: Photojournalism Editing
 - IDIS-D 512 Topic: Public Relations Writing
 - IDIS-D 512 Topic: Writing for Publicatoin
 - IDIS-D 512 Topic: Principles of Public Realations
 - IDIS-D 512 Topic: Multimedia Reporting
 - IDIS-D 512 Topic: Online Journalism
 - IDIS-D 512 Topic: Videojournalism

Graduate Certificate in Modern World History

The Graduate Certificate in Modern World History provides coursework for teachers and other individuals looking to enhance their knowledge and understanding of history. The coursework focuses on teaching the

advanced methods and skills of historians through classes on the Modern World with special topics in the United States, Europe, Latin America, and Asian history.

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
HIST-H	501	Americana Cultural History <i>Select 4 Courses in At Least Three Different Areas of the World</i> United States	3	B
HIST-A	507	American Cultural History	3	B
HIST-H	511	Special Topics in U.S. History	3	B
HIST-H	650	Colloquium on United States History	3	B
HIST-H	750	Seminar in U.S. History Latin America	3	B
HIST-H	665	Colloquium in Latin American History	3	B
HIST-H	765	Seminar in Latin American History Asia	3	B
HIST-H	775	Colloquium in East Asian History	3	B
HIST-H	775	Seminar in East Asian History	3	B
HIST-G	569	Modern Japan	3	B
HIST-G	585	Modern China	3	B
HIST-G	587	Contemporary China Europe	3	B
HIST-H	509	Special Topics in European History	3	B

HIST-H	523	The Holocaust	3	B
HIST-H	620	Colloquium in Modern Western European History	3	B
HIST-H	720	Seminar in Modern Western European History General	3	B
HIST-H	520	Shaping Careers in History	3	B
HIST-H	521	Special Topics in History	3	B
HIST-H	524	Issues in Contemporary Historiography	3	B
HIST-H	543	Practicum in Public History	3	B
HIST-H	546	History of Science, Medicine, and Technology	3	B
HIST-H	547	Special Topics in Public History	3	B
HIST-H	575	Graduate Readings in History	3	B
HIST-H	669	Colloquium in Comparative History	3	B
HIST-H	799	Seminar in World History	3	B
HIST-T	500	Topics in History <i>One Additional Elective</i>	3	B
XXXX-X	500+	Additional Elective (Must Be Approved By Advisor)	3	B

Graduate Certificate in Organizational Leadership and Communication

Our graduate certificate in organizational leadership delivers a unique mix of substance and flexibility to help you attain your goals. And it places you within easy reach

of a master's degree, to help you advance at a time when synergies among varied skillsets is in high demand.

All courses are 3 credit hours, unless otherwise noted. A minimum GPA of 3.0 is required.

Core Courses

- IDIS-D 511 Topic: Organizational Communication
- IDIS-D 512 Topic: Leadership and Ethics
- IDIS-D 512 Topic: Intro to Industrial Psychology

Professional Writing

- Complete one of the following courses
 - IDIS-D 511 Topic: Business and Admin Writing
 - IDIS-D 511 Topic: Grant Writing

Electives

- Complete one additional IDIS-D course that aligns with your focus

Graduate Certificate in Program Leadership and Evaluation

Admission Requirements

Students must submit an application form, three letters of recommendation, and a personal statement of educational goals. An undergraduate G.P.A. of 3.0 or higher is required for consideration into the program. Additionally, candidates must interview with the faculty coordinator of the PLE program.

Certificate Requirements

Group Dynamics/Organizational Psychology (Choose one)

- PSY-P 505 Organizational Psychology OR (3 cr. hrs.)

- minimum grade B-

- PSY-P 509 Group Behavior and Processes (3 cr. hrs.)

- minimum grade B-

Grant and Professional Writing

- PSY-P 512 Grant Writing (3 cr. hrs.)

- minimum grade B-

Professional Skills

- PSY-P 511 Professional Skills (3 cr. hrs.)

- minimum grade B-

Communication Skills (Choose one)

- SPCH-S 440 Organizational Communication (3 cr. hrs.)

- minimum grade B-

- PSY-P 5XX Conflict Resolution and Mediation (3 cr. hrs.)

- minimum grade B-

Program Evaluation

- LBST-D 512 Survey Methods and Data Analysis (3 cr. hrs.)

- minimum grade B-

Post-Baccalaureate Certificate in Asian Affairs

Description

The Post-Baccalaureate Certificate in Asian Affairs is intended to give students an understanding of Asian societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating Asian societies, as well as a basic introduction to one Asian language.

Certificate Requirements

The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Student choose one additional course from one of the 4 areas or may complete a Study Abroad in Asia for a minimum of 3 credit hours. Study Abroad in Asia is strongly recommended.

* No more than two courses below the 200-level will count toward the certificate.

Language

- EALC-J varies Students will take 1 language course in Japanese. Specific course will depend on student performance on a placement test (3-4 cr. hrs.)
 - minimum grade C-

Culture (choose one course)

- ENG-L107Oriental World Masterpieces(3 cr. hrs.)

- minimum grade C-

- FINA-A362 The Art of Japan (3 cr. hrs.)

- minimum grade C-

- REL-R153Religions of Asia(3 cr. hrs.)

- minimum grade C-

- REL-R354Buddhism(3 cr. hrs.)

- minimum grade C-

History & Philosophy (choose one course)

- HIST-G100Introduction to Asian History(3 cr. hrs.)

- minimum grade C-

- HIST-G200Issues in Asian History(3 cr. hrs.)

- minimum grade C-

- HIST-H207Modern East Asian Civilization(3 cr. hrs.)

- minimum grade C-

- HIST-H208American-East Asian Relations(3 cr. hrs.)

- minimum grade C-

- HIST-G385Modern China(3 cr. hrs.)

- minimum grade C-

- HIST-G387Contemporary China(3 cr. hrs.)

- minimum grade C-

- HIST-G451The Far East 1(3 cr. hrs.)
 - minimum grade C-
- PHIL-P170Introduction to Asian Philosophy(3 cr. hrs.)
 - minimum grade C-
- PHIL-P334Buddhist Philosophy(3 cr. hrs.)
 - minimum grade C-
- PHIL-P374Early Chinese Philosophy(3 cr. hrs.)
 - minimum grade C-

Politics & Geography (choose one course)
 • POLS-Y369(3 cr. hrs.)

- minimum grade C-

Elective (choose one additional course from any area listed above. Summer Study Aboard in Asia is strongly encouraged.)3C-

* Please note that other appropriate courses may be offered and substituted subject to approval.

Post-Baccalaureate Certificate in Conflict Analysis and Resolution

The Post-Baccalaureate Certificate in Conflict Analysis and Resolution develops conflict management skills and the ability to analyze conflict over time and in various settings. The required curriculum focuses primarily on interpersonal conflicts and offers students a fundamental knowledge and understanding of the theories of conflict and applicable problem solving strategies. Transformative conflict resolution requires mediation and negotiation, and only through an understanding of the ethical, cultural and power dynamics at play is resolution possible. Elective courses provide social, historical and international perspectives of conflict. With such knowledge, students learn the stakes in resolution, patterns over time, and precedents for success.

Students are required to complete 18 hours with a minimum G.P.A. of 2.0, including at least nine hours at the 300-level or above.

Required Coursework

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
CJUS-P	313	Conflict Management	3	C-

Choose Two of the Following:

Dept	Course Number	Course Name	Credit Hours	Minimum Grade
BUS-M	421	Fundamentals of Negotiation	3	C-
PHIL-P	140	Introduction to Ethics	3	C-
PSY-P	321	Group Dynamics	3	C-

SOC-S	318	The Self and Social Interaction	3	C-
CMCL-C	427	Cross Cultural Communication	3	C-

Choose Three Elective Courses from the Following:

Dept	Course Number	Course Name	Credit Hours	Minimum Grade
CJUS-P	330	Ethics in Criminal Justice	3	C-
CJUS-P	335	Race, Gender and Inequality in the Criminal Justice System	3	C-
CMCL-S	229	Discussion and Group Methods	3	C-
HIST-A	301	Colonial North America	3	C-
HIST-A	302	Revolutionary United States	3	C-
HIST-A	381	Civil Rights Era in the United States	3	C-
HIST-B	315	European Anti-Semitism, Enlightenment to the Holocaust	3	C-
HIST-B	323	History of the Holocaust	3	C-
HIST-B	360	Europe from Napoleon to the First World War	3	C-
HIST-B	361	Europe in the Twentieth Century	3	C-
HIST-F	341	Latin America: Conquest and Empire	3	C-
HIST-F	342	Latin America: Evolution	3	C-

HIST-H	101	and Revolution The World 3 in the Twentieth Century	C-
PHIL-P	113	Debate, 3 Argument, and Persuasion	C-
POLS-Y	107	Introduction3 to Comparative Politics	C-
POLS-Y	109	Introduction3 to International Relations	C-
POLS-Y	335	West 3 European Politics	C-
POLS-Y	337	Latin 3 American Politics	C-
POLS-Y	351	Political 1 Simulations (1 cr. Repeatable two times)	C-
POLS-Y	369	Intro to 3 East Asian Politics	C-
POLS-Y	392	Special 3 Topics in Political Science: Theories of Power	C-
POLS-Y	471	Terrorism 3	C-
SOC-S	419	Social 3 Movements and Collective Behavior	C-
SOC-R	463	Inequality 3 and Society	C-
SOC-S	335	Race and 3 Ethnic Relations	C-

Post-Baccalaureate Certificate in European Affairs

Description

The Post-Baccalaureate Certificate in European Affairs is intended to give students an understanding of European societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating European societies, as well as a basic introduction to one European language.

Certificate Requirements

The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Student choose one additional course from one of the 4 areas or may complete a Study Abroad in Europe for a minimum of 3 credit hours. Study Abroad in Europe is strongly recommended.

* No more than two courses below the 200-level will count toward the certificate.

Language

- FREN-F or GER-G or SPAN-S varies Students will take 1 language course in French, German, or Spanish. Specific course will depend on student performance on a placement test. (3-4 cr. hrs.)
 - minimum grade C-

Culture (choose one course)

- ENG-L101Western World Masterpieces I(3 cr. hrs.)
 - minimum grade C-
- ENG-L102 Western World Masterpieces II (3 cr. hrs.)
 - minimum grade C-
- FINA-A102Renaissance through Modern Art(3 cr. hrs.)
 - minimum grade C-
- FINA-A315Art of the Ancient World(3 cr. hrs.)
 - minimum grade C-
- FINA-A322Romanesque and Gothic Arts(3 cr. hrs.)
 - minimum grade C-
- FREN-F363Introduction a la France moderne(3 cr. hrs.)
 - minimum grade C-
- FREN-F461La France contemporaine(3 cr. hrs.)
 - minimum grade C-
- GER-G363Introduction to German Cultural History(3 cr. hrs.)
 - minimum grade C-
- GER-G415Perspectives on German Litereature(3 cr. hrs.)
 - minimum grade C-
- GER-G418German Film and Popular Culture(3 cr. hrs.)
 - minimum grade C-
- GER-G464German culture and Society(3 cr. hrs.)
 - minimum grade C-
- HUMA-U101Introduction to the Humanities(3 cr. hrs.)
 - minimum grade C-
- HUMA-U102Introduction to Modern Humanities(3 cr. hrs.)

- minimum grade C-
 - SPAN-S407 Survey of Spanish Literature I(3 cr. hrs.)
 - minimum grade C-
 - SPAN-S408 Survey of Spanish Literature II(3 cr. hrs.)
 - minimum grade C-
 - SPAN-S411 Spain: The Cultural Context(3 cr. hrs.)
 - minimum grade C-
- History & Philosophy (choose one course)
- HIST-H103 Europe: Renaissance to Napoleon(3 cr. hrs.)
 - minimum grade C-
 - HIST-H104 Europe: Napoleon to the Present(3 cr. hrs.)
 - minimum grade C-
 - HIST-H206 Medieval Civilization(3 cr. hrs.)
 - minimum grade C-
 - HIST-B312 History of the European City in the MODern Era(3 cr. hrs.)
 - minimum grade C-
 - HIST-D310 Russian Revolutions and the Soviet Regime(3 cr. hrs.)
 - minimum grade C-
 - HIST-D330 Eastern Europe 1944-Present(3 cr. hrs.)
 - minimum grade C-
 - PHIL-P304 Nineteenth-Century Philosophy(3 cr. hrs.)
 - minimum grade C-
 - REL-R152 Jews, Christians, & Muslims(3 cr. hrs.)
 - minimum grade C-
- Politics & Geography (choose one course)
- POLS-Y335 West European Politics(3 cr. hrs.)
 - minimum grade C-
 - POLS-Y349 Comparative Public Policy(3 cr. hrs.)
 - minimum grade C-
 - POLS-Y350 Politics of the European Union(3 cr. hrs.)
 - minimum grade C-
 - POLS-Y354 Nationalism in Europe(3 cr. hrs.)
 - minimum grade C-
 - GEOG-G418 Historical Geography(3 cr. hrs.)
 - minimum grade C-
- Elective (choose one additional course from any area listed above or complete a Study Abroad in Europe. Study Abroad in Europe is strongly encouraged.)3C-

* Please note that other appropriate courses may be offered and substituted subject to approval.

Post-Baccalaureate Certificate in Diversity and Intercultural Competency

The Post-Baccalaureate Certificate in Diversity is designed to prepare students to be familiar with different types of diversity as well as the contexts and theories related to diversity. Diversity is defined differently according to one's own perspective, and this certificate prepares students for negotiating diverse cultures and identities in different fields of study. The certificate also enables students to understand the impact of diversity in local, world, and national contexts.

Students are required to complete 18 credit hours with a minimum G.P.A. of 2.0, including

- At least nine hours must be completed at the 300-level or above.
- Six credit hours must be taken in the humanities
- Six credit hours must be taken in the social sciences
- Coursework towards the certificate must cover at least three of the following areas: sex and gender, sexuality, race and ethnicity, religion, age/ generation, nationality, or class.

Humanities Courses

Dept.	Course Number	Course Name	Credit Hours	Area	Minimum Grade
AFRO-A	169	Introduction to African American Literature	3	Race and Ethnicity	C-
ANTH-E	105	Culture and Society	3	Race and Ethnicity, Religion	C-
EDUC-M	300	Teaching in a Pluralistic Society	3	Race and Ethnicity, Age/ Generation, Class	C-
ENG-L	207	Women and Literature	3	Sex and Gender, Race and Ethnicity, Class	C-
ENG-L	374	Ethnic American Literature	3	Race and Ethnicity	C-
ENG-L	378	Studies in Women and Literature	3	Sex and Gender, Race and Ethnicity, Class	C-
ENG-L	383	Studies in British	3	Race and	C-

ENG-L	389	or Commonwealth Culture Feminist 3 Literary and Cultural Criticism	3	Ethnicity, Nationality Sex and C- Gender		PHIL-P	334	Buddhist 3 Philosophy		Religion, Nationality Race C- and Ethnicity, Religion, Nationality
FINA-A	150	African, 3 New World and Oceanic Art	3	Race C- and Ethnicity, Religion		PHIL-P	374	Early 3 Chinese Philosophy		Race C- and Ethnicity, Age/ Generation, Nationality
FINA-A*	343	American 3 Art *can only be taken when focus is on diversity issues	3	Sex and C- Gender, Race and Ethnicity, Religion		PHIL-P	394	Feminist 3 Philosophy		Sex and C- Gender, Sexuality, Class
FINA-A	362	Art of 3 Japan	3	Race C- and Ethnicity, Religion		REL-R	152	Jews, 3 Christians, and Muslims		Race C- and Ethnicity, Religion, Nationality
FINA-A	402	Arts of 3 Native North America	3	Race C- and Ethnicity, Religion		REL-R	153	Religions 3 of Asia		Race C- and Ethnicity, Religion, Nationality
FINA-A	451	Art of the 3 South Pacific	3	Race C- and Ethnicity, Religion		REL-R	245	Introduction to Judaism		Race C- and Ethnicity, Religion, Nationality
FINA-A	452	Art of 3 Pre- Columbian America	3	Race C- and Ethnicity, Religion		REL-R	257	Introduction to Islam		Religion C-
FINA-A	458	Topics 3 in the Ethnographic Arts	3	Race C- and Ethnicity, Religion		REL-R	364	Topics in 3 Gender and Western Religion		Sex and C- Gender, Sexuality, Religion
FINA-A	485	Women 3 and Gender in the Visual Arts	3	Sex and C- Gender, Sexuality		SPAN-S	301	The 3 Hispanic World I		Sex and C- Gender, Nationality
FREN-F	363	Introduction a la France Moderne		Nationality C-		SPAN-S	302	The 3 Hispanic World II		Sex and C- Gender, Nationality
FREN-F	415	La 3 Culture Francophone	3	Nationality C-		SPAN-S	303	The 3 Hispanic World III		Sex and C- Gender, Nationality
FREN-F	461	La 3 France Contemporaine	3	Nationality C-		SPAN-S	363	Introducción a la cultura hispanica		Sex and C- Gender, Sexuality
PHIL-P	170	Introduction to Asian Philosophy		Race C- and Ethnicity,		SPAN-S	407	Survey 3 of Spanish Literature I		Sex and C- Gender, Class
						SPAN-S	408	Survey 3 of Spanish Literature II		Sex and C- Gender, Nationality, Class

SPAN-S 411	Spain: 3 The Cultural Context	Religion, C- Nationality
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Social Sciences Courses

Dept.	Course Number	Course Name	Credit Hours	Area	Minimum Grade
CJUS-P	335	Race, Gender, and Inequality in the Criminal Justice System	3	Sex and Gender, Race and Ethnicity, Class	C-
CJUS-P	362	Sex Offenders	3	Sex and Gender, Sexuality	C-
CJUS-P	375	American Juvenile Justice System	3	Age/ Generation	C-
CJUS-P	423	Sexuality and the Law	3	Sex and Gender, Sexuality	C-
HIST-A	260	Early American Women's History	3	Sex and Gender, Sexuality	C-
HIST-A	261	Modern American Women's History	3	Sex and Gender, Sexuality	C-
HIST-A	310	Survey of American Indians I	3	Race and Ethnicity, Religion	C-
HIST-A	356	African-American History II	3	Race and Ethnicity	C-
HIST-A	381	Civil Rights Era in the U.S.	3	Sex and Gender, Race and Ethnicity	C-
HIST-B	315	European Anti-Semitism from the Enlightenment to the Holocaust	3	Race and Ethnicity, Religion, Nationality	C-
HIST-B	359	Europe, 1789-1848	3	Nationality	C-
HIST-B	360	Europe, 1848-1914	3	Nationality	C-
HIST-B	361	Europe in the Twentieth	3	Race and Ethnicity, Nationality	C-

HIST-F	100	Century, 1914-1945 Issues in Latin American History: Introduction	3	Race and Ethnicity, Nationality, Class	C-
HIST-F	216	History of Slavery in the Americas	3	Race and Ethnicity, Class	C-
HIST-F	232	Upheaval in the 20th Century Latin America	3	Race and Ethnicity, Nationality, Class	C-
HIST-F	341	Latin America: Conquest and Empire	3	Race and Ethnicity, Religion, Class	C-
HIST-F	342	Latin America: Evolution and Revolution	3	Race and Ethnicity, Nationality, Class	C-
HIST-G	100	Introduction to Asian History	3	Religion, C-Nationality	
HIST-G	200	Issues in Asian History	3	Religion, C-Nationality	
HIST-G	300	Issues in Asian History	3	Religion, C-Nationality	
HIST-H	101	The World in the Twentieth Century	3	Race and Ethnicity, Religion, Class	C-
HIST-H	103	Europe: Renaissance to Napoleon	3	Religion, C-Nationality	
HIST-H	104	Europe: Napoleon to the Present	3	Religion, C-Nationality	
POLS-Y	107	Introduction to Comparative Politics	3	Nationality, Class	C-
POLS-Y	109	Introduction to International Relations	3	Nationality, Class	C-
POLS-Y	324	Women and Politics	3	Sex and Gender	C-

POLS-Y 335	West European Politics	3	Nationality	C-
POLS-Y 337	Latin American Politics	3	Nationality	C-
POLS-Y 354	Nationalism	3	Nationality	C-
POLS-Y 369	Asian Politics	3	Nationality	C-
PSY-P 305	Psychology and Cultures	3	Sex and Gender, Race and Ethnicity, Nationality	C-
SOC-R 320	Sexuality and Society	3	Sex and Gender, Sexuality	C-
SOC-R 326	Masculinity and Society	3	Sex and Gender	C-
SOC-R 463	Inequality and Society	3	Sex and Gender, Class, Race and Ethnicity	C-
SOC-S 163	Social Problems	3	Sex and Gender, Race and Ethnicity, Class	C-
SOC-S 301	Topics in Gender	3	Sex and Gender	C-
SOC-S 304	Global Issues in Gender	3	Sex and Gender	C-
SOC-S 308	Global Society	3	Sex and Gender, Religion	C-
SOC-S 313	Religion and Society	3	Religion	C-
SOC-S 331	Sociology of Aging	3	Age/Generation	C-
SOC-S 335	Race and Ethnic Relations	3	Race and Ethnicity, Class	C-
SOC-S 338	Sociology of Gender Roles	3	Sex and Gender	C-
SOC-S 360	Topics in Social Policy	3	Class	C-
SOC-S 413	Gender and Society	3	Sex and Gender	C-
SOC-S 419	Social Movements	3	Sex and Gender,	C-

		and Collective Action		Sexuality, Race and Ethnicity
SOC-W 100		Gender Studies	3	Sex and Gender

Post-Baccalaureate Certificate in International Affairs

Description

The Post-Baccalaureate Certificate in International Affairs is intended to give students an understanding of international issues today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating an increasingly globalized world, as well as a basic introduction to one foreign language.

Certificate Requirements

The certificate requires 15 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete POLS-Y376 or Y333, GEOG-G201, POLS-Y109 or Y107, HIST-H101, and one elective from the International Studies curriculum. Students are strongly encouraged to complete a Study Abroad to satisfy the 3 credit hour elective requirement.

* No more than two courses below the 200-level will count toward the certificate.

Complete each course listed below

- POLS-Y or POLS-Y376 or 333 International Political Economy or International Economics(3 cr. hrs.)
 - minimum grade C-
- GEOG-G201 World Regional Geography (3 cr. hrs.)
 - minimum grade C-
- POLS-Y or POLS-Y109 or 107 Intro. to International Relations or Intro. to Comparative Politics(3 cr. hrs.)
 - minimum grade C-
- HIST-H101 The World in the 20th Century(3 cr. hrs.)
 - minimum grade C-

Choose one elective from the International Studies curriculum or complete a Study Abroad 3C-

Post-Baccalaureate Certificate in Latin American Affairs

Description

The Post-Baccalaureate Certificate in Latin American Affairs is intended to give students an understanding of Latin American societies today, offering insights into cultural, social, political, historical, geographic, and economic variables essential to appreciating Latin American societies, as well as a basic introduction to one Latin American language.

Certificate Requirements

The certificate requires 15-16 hours, with a minimum cumulative G.P.A. of 2.0. Students must complete one course from each of the 4 areas (12-13 credit hours): Language, Culture, History & Philosophy, and Politics & Geography. Students choose one additional course from one of the 4 areas or may complete a Study Abroad

in Latin America for a minimum of 3 credit hours. Study Abroad in Latin America is strongly recommended.

* No more than two courses below the 200-level will count toward the certificate.

Language

- SPAN-S varies Students will take 1 language course in Spanish. Specific course will depend on student performance on a placement test (3-4 cr. hrs.)
 - minimum grade C-

Culture (choose one course)

- FINA-A150Africa, New World, & Oceanic Art(3 cr. hrs.)
 - minimum grade C-
- FINA-A452 Art of Pre-Columbian America (3 cr. hrs.)
 - minimum grade C-
- SPAN-S275Hispanic Culture and Conversation(3 cr. hrs.)
 - minimum grade C-
- SPAN-S301The Hispanic World I(3 cr. hrs.)
 - minimum grade C-
- SPAN-S302The Hispanic World II(3 cr. hrs.)
 - minimum grade C-
- SPAN-S363Introduccion a la Cultura Hispanica(3 cr. hrs.)
 - minimum grade C-
- SPAN-S471Survey of Spanish American Literature I(3 cr. hrs.)
 - minimum grade C-
- SPAN-S472Survey of Spanish American Literature II(3 cr. hrs.)
 - minimum grade C-

History & Philosophy (choose one course)

- HIST-F100Issues in Latin American History: Introduction(3 cr. hrs.)
 - minimum grade C-
- HIST-F341Latin America: Conquest and Empire(3 cr. hrs.)
 - minimum grade C-
- HIST-F342Latin America: Evolution and Revolution(3 cr. hrs.)
 - minimum grade C-
- HIST-H231Women, Men, and Family in History(3 cr. hrs.)
 - minimum grade C-
- HIST-F232Upheaval in 20th-Century Latin America(3 cr. hrs.)
 - minimum grade C-
- SPAN-S412Spanish America: The Cultural Context(3 cr. hrs.)
 - minimum grade C-

Politics & Geography (choose one course)

- POLS-Y337Latin American Politics(3 cr. hrs.)

- minimum grade C-

- GEOG-G323Geography of Latin America(3 cr. hrs.)

- minimum grade C-

Elective (choose one additional course from any area listed above or complete a Study Abroad. Study Abroad in Latin America is strongly encouraged.)3C-

* Please note that other appropriate courses may be offered and substituted subject to approval.

Post-Baccalaureate Certificate in Public Sector Management

The primary target of this certificate is people who are either currently working in a governmental office (whether political or not), or who are seeking employment with the government and have not yet completed a college degree. Government employees face very different rules, constraints, and work situations than do private sector employees. This certificate will help provide public sector employees with the skills needed to face these challenges.

Student Learning Goals

The certificate is meant to help students develop skills that would be useful for working in government offices or non-profit agencies. These skills include written and oral communication skills, as well as skills in budgeting and managing personnel in a political environment, the making of public policy, and the legal environment in which government agencies operate.

Certificate Requirements

The certificate requires 15 hours, with a minimum cumulative G.P.A. of 2.0 to be awarded a certificate.

Core Program

- POLS-Y 103 Introduction to American Politics (3 cr. hrs.)
 - minimum grade C-

Certificate Specific Requirements

Students must successfully complete any four of the courses below:

- POLS-Y 302 Public Bureaucracy in Modern Society (3 cr. hrs.)
 - minimum grade C-
- POLS-Y 303 Formation of Public Policy in the United States (3 cr. hrs.)
 - minimum grade C-
- POLS-Y 306 State Politics in the United States (3 cr. hrs.)
 - minimum grade C-
- POLS-Y 401 Topics in Political Science - Seminar in Grant Writing, cross listed with PSY-P 457 (3 cr. hrs.)
 - minimum grade C-
- POLS-Y 402 Politics of the Budgetary Process (3 cr. hrs.)
 - minimum grade C-
- POLS-Y 403 Legal Issues in Public Bureaucracy (3 cr. hrs.)
 - minimum grade C-

- POLS-Y 404 Political Issues in Public Personnel Management (3 cr. hrs.)
 - minimum grade C-

Metroversity

IUS is a member of [Kentuckiana Metroversity, Inc.](#), a consortium of institutions of higher education in the Louisville metropolitan area. Member institutions include Bellarmine University, Ivy Tech Sellersburg, Jefferson Community and Technical College, Louisville Presbyterian Theological Seminary, Southern Baptist Theological Seminary, Spaulding University and University of Louisville.

Fulltime students at any Metroversity college or university can take up to two classes (up to 8 credit hours) as an undergraduate or one course (up to 4 credit hours) as a graduate student at another Metroversity school during the fall and spring semester. Students must be in good standing having earned a minimum of twelve hours at their home institution and a 2.0 GPA at the undergraduate level or 3.0 GPA at the graduate level to participate. An exception will be made for students enrolling in the ROTC program.

Reserve Officers Training Program

The educational program of Indiana University Southeast includes the Air Force (AFROTC) and Army (ROTC) Reserve Officers' Training Corps programs. Courses for IU Southeast students are held on the Belknap campus of the University of Louisville under the auspices of the Metroversity Program. This is a non-degree program

General Qualifications

Any student, regardless of sex, race, or ethnic background, is eligible for the AFROTC or ROTC if he or she is:

- a citizen of the United States (noncitizens may enroll but must obtain citizenship prior to their junior year)
- of sound physical condition
- of sound moral character
- able to complete all commissioning requirements before age 30 (may be waived to age 35)
- a full-time student

Air Force

Dougherty Hall University of Louisville

Phone: (502) 852-6576

If you are a full-time student, there is no cost for enrollment in the AFROTC program other than tuition of the university. The AFROTC furnishes uniforms and AFROTC textbooks. Veterans Affairs benefits may be continued while in the AFROTC program. Membership in a Reserve or National Guard Unit does not prevent enrollment in the AFROTC program. Married students are eligible.

AFROTC is designed to be a four-year program. However, the ROTC curriculum can be compressed in some cases allowing students to join as late as their sophomore year. Students in ROTC must enroll in the appropriate Aerospace Science courses. Freshmen and sophomores will enroll Aerospace Science A 101 and A 151 or A 201 and A 251. There is no other application

procedure. Enrolling in these courses does not incur a military obligation. During the first two years, the student attends class for one hour and leadership laboratory for two hours each week, earning 2 credit hours per semester. After successfully completing the sophomore year and a four-week summer field training program, the qualified cadet will gain entry into the Professional Officer Course.

Professional Officer Course (POC) is designed for juniors and seniors. Students must serve 4 semesters as a POC member in order to meet AFROTC requirements. As a POC member the student attends class three hours a week and leadership laboratory for three hours a week, earning 3 credit hours per semester. While a member of the POC, the cadet receives \$300-\$600 per month tax free each academic year and, in some cases, a full scholarship. Upon completion of degree that student will be commissioned as a Second Lieutenant in the United States Air Force.

Field training is offered during the summer months, normally between the sophomore and junior year, at Maxwell Air Force Base in Montgomery, Alabama. The major areas of study include officer training, aircraft orientation, career orientation, survival training, physical training, base functions, and Air Force environment. Travel to and from the encampment is paid, as well as all expenses for room and board. Additionally, the student is paid for the encampments.

Scholarships are available to highly qualified students. Scholarships cover full tuition, laboratory expenses, incidental fees, and books. Scholarship cadets also receive \$300-\$600 per month tax free. Students who are not on scholarship when they first enter college may qualify for a scholarship while attending college. Interested students should contact the AFROTC office at (502) 852-6576 or by e-mail at airforce@louisville.edu Students may also visit the AFROTC offices in Dougherty Hall, University of Louisville, or the Web page.

Army

Room 209 Dougherty Hall

University of Louisville

Louisville, KY 40292

Phone: (502) 852-7902

The Army Reserve Officers' Training Corps (ROTC) program provides students in any academic discipline an opportunity to develop leadership and management skills and obtain a commission as a second lieutenant in the United States Army.

The Army ROTC program is traditionally a four-year program. The first two years of the program comprise the Basic Course. This includes classroom studies in such subjects as military history, leadership development, and national defense. Students may enroll in the first two years of the program without incurring any future military obligation (non-scholarship). ROTC books and uniforms are provided. In lieu of the Basic Course, students may qualify for the Advanced Course if they are prior service member and have completed basic training or attend

Cadet Initial Entry Training during the summer before they begin their junior year.

The Upper Division ROTC classes are normally taken in the junior and senior years. Students contract with ROTC and receive a stipend of \$450-500 per academic month. Enrollment in the Upper Division will enable students to continue to sharpen their management skills and teach new ROTC students the skills that have been learned in the Basic Course. Between the junior and senior years, students attend the ROTC Advanced Camp. Students who have completed the Army ROTC program will be ready to become commissioned officers in the U.S. Army upon graduation from college.

Army ROTC awards three and four-year National Scholarships to high school seniors and two and three-year campus-based scholarships that pay for tuition and fees, plus a \$600 per semester allowance for books and a monthly stipend of \$300Fr/350So/450Jr/500Sr. Students may also receive tuition-remission grants.

All Army ROTC courses are conducted at the University of Louisville, Belknap Campus, in Dougherty Hall. Contact the IU Southeast registrar for further guidance to sign up for this Metroversity program. Interested students should also contact the enrollment officer at the University of Louisville, (502) 852-7902, for the latest program information.

Schools

Indiana University Southeast has seven undergraduate degree-granting academic schools/divisions: School of Arts and Letters; School of Business; General Studies Degree Program; School of Education; School of Natural Sciences; School of Nursing; and School of Social Sciences. The Purdue School of Technology has a presence on the campus and also grants degrees from Purdue University.

Within the undergraduate schools/divisions are the academic departments, offering major and minor programs.

Degree Listings by School

- School of Arts & Letters
- School of Business
- School of Education
- School of Natural Sciences
- School of Nursing
- School of Social Sciences

Policies

It is the student's responsibility to be aware of all academic regulations and degree requirements. All academic units establish certain academic requirements that must be met before a degree is granted. These regulations concern such matters as curricula and courses, specific credit hours required, majors and minors, and campus residence. Advisors, deans, and administrators will always help a student to become aware of these requirements, but the student is responsible for fulfilling them. At the end of the student's course of study, the faculty and 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.

Absences

Class attendance is a predictor of successful completion of any course, and is required. Absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up.

A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (Incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course.

Academic Advising

Students who are new to IU Southeast and who have a declared major can expect to receive academic advising from a professional advisor in the School that offers his/her intended academic program. Professional advisors guide students through the more specific degree requirements associated with his/her School/Division. In most units, faculty assume advising responsibilities once students attain upper-level status, i.e., junior or senior. Faculty provide information about career and advanced study opportunities in their fields, as well as academic advising about their specific disciplines.

Students without a declared major will receive advising in the Advising Center for Exploratory Students (ACES). ACES advisors will guide students through an exploration process in order to best assist students in declaring an appropriate major.

Adding/Dropping Courses

- Auditing (Noncredit Registration)
- Course Enrollment
- Dropping/Withdrawing from Courses
- Late Registrations and Course Additions
- Late Withdrawal Policy

Auditing (Noncredit Registration)

Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the executive vice chancellor for academic affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student's transcript with an "NC" notation for "no credit" in place of a grade. The NC notation recorded for an audited course may not be changed subsequently to a regular grade for credit.

Course Enrollment

Registration is conducted through the Web environment at IU Southeast, allowing continuing students to register from any of the computer labs on campus or from off-

campus locations that have the capability of connecting to the IU network. Newly admitted and transfer students register for classes during a specific orientation session. For registration dates and time and related information, consult the Office of the Registrar Web page. For additional information, contact the Office of the Registrar directly or your academic advisor.

Dropping/Withdrawing from Courses

Any student can drop one or more classes until the end of the ninth week of a semester or the fourth week of a summer session—commonly referred to as the "Last Day to Withdraw." (For courses meeting on nonstandard dates, completion of two-thirds of the session is the guideline for withdrawing from a course.)

- When a student drops a class (classes) prior to the first day of classes, the course is not listed on his/her academic record.
- When a student drops a class (classes) during the 100% refund period, the course is not listed on his/her official academic record.
- When a student drops one or more classes after the 100% refund period and before the "Last Day to Withdraw," a grade of "W" (Withdrawn) is recorded on the academic record for the class (classes).
- A student who stops attending without officially dropping the course will receive a grade of "F".

Late Registrations and Course Additions

During the time between the end of the first week of class and the end of all fee refund periods, students must have the written permission of the instructor and/or program coordinator to add a class (IU Southeast plans to implement E-Add for the Fall 2015 semester, which would allow students to submit late add requests electronically). After the end of all fee refund periods, a student cannot expect to be allowed to enroll in a course for the current semester. Any exceptions to this policy would be very extraordinary, well-documented circumstances only, and will require approval by the instructor, the dean of the school offering the course, and the executive vice chancellor for academic affairs. A student should not attend a course in which he or she is not officially enrolled. Doing so can be construed as an act of academic dishonesty or as a theft of services and could be subject to appropriate disciplinary or legal sanctions. Students are encouraged to pursue the deferred payment options available through the Bursar's office, if needed.

Late Withdrawal Policy and Practice

Students are generally expected to know when the last day to drop a class is and govern themselves accordingly. However, students who have extenuating circumstances such as an extended illness or equivalent distress that prevents them from completing their classes and that causes them to fail to meet the deadline for withdrawing with an automatic assignment of a non-punitive "W" grade may request either a late drop or Late Withdrawal Petition from the Office of the Registrar.

- Following the general withdrawal deadline, by the last day of classes for the term as stated in the academic calendar (before the start of the final exam period), students may request a late drop by

securing the permission of the instructor and the dean/second level approver of the school offering the class via Late Drop/Add after 1st week via one.iu.edu).

- Once the final exam period for any term has begun, students may only submit a Petition for Late Withdrawal (obtained from the Office of the Registrar) to seek a non-punitive "W" in a course. The Executive Vice Chancellor for Academic Affairs alone decides on Late Withdrawal Petitions.
- The deadlines for filing a Late Withdrawal Petition are March 15 for the immediately preceding fall semester, September 1 for the immediately preceding spring semester, and November 1 for the immediately preceding summer session(s). Requests for late withdrawal from terms before the immediately prior term will be accepted at the sole discretion of the Executive Vice Chancellor of Academic Affairs. Petitions submitted after the deadlines may be summarily denied for untimeliness.
- A desire to avoid a low grade is not an acceptable reason for requesting a late withdrawal.
- Approval is not automatic and will be based on the criteria described in the policy. Students are expected to provide appropriate documentation to substantiate their reasons for seeking late withdrawal.
- A completed withdrawal form, if approved, will be dated and processed as of the date it was originally submitted by the student to the Office of the Registrar.

Bad Weather

Normally Indiana University Southeast does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement will be broadcast on local television stations and through IU Notify. The announcement will state that classes either will be delayed on the snow schedule listed as follows or will be cancelled for a specific period of time. On the snow schedule, only emergency personnel should report before the time indicated. Campus closing information is also available on the campus Web site and by calling (812) 941-2567 .

Snow Schedule

Monday through Friday classes:

- 8 a.m. classes meet from 10 a.m. until 10:55 a.m.
 - 9:30 a.m. classes meet from 11 a.m. until 11:55 a.m.
 - 11 a.m. classes meet from 12 noon until 12:55 p.m.
- All other classes meet at regular times.

Saturday classes:

- Morning classes meet from 10 a.m. until 12 noon.
- Afternoon classes meet at regular times.

Off-campus classes:

- Off-campus classes meet according to those facilities' schedules.

Credit Hours

Classification of Students

Class standing is based on the number of credit hours completed by the student as identified by the program cumulative statistics:

Freshman	1–29
Sophomore	30–59
Junior	60–89
Senior	90 or more
Graduate	students who have applied for and been accepted into a graduate degree program.

Course Load

Students who register for 8 or more credit hours in an academic term are regarded as full-time students. Students will not be permitted to enroll in more than 18 hours during a regular semester or more than 8 credit hours during a summer session without appropriate unit override approval.

Enrollment Status

Academic Session	Certification Status	Undergraduate Credits	Graduate Credits
All Terms	Full time	12 cr.	8 cr.
	3/4 time	9–11 cr.	6–7 cr.
	1/2 time	6–8 cr.	4–5 cr.

Policy and Guidelines for Determining Units of Academic Credit

A unit of academic credit is awarded to a student upon successful completion of an approved instructional course, or by the demonstrations of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

Indiana University policy states that a 3-credit hour lecture class "shall meet for approximately 2,000 minutes, excluding the final examination period." IU Southeast guidelines require a 3-credit lecture class to meet for a minimum of 2,100 minutes, excluding the final examination period. The following guidelines are based on these standards, supplements by the federal requirement that the standards for award of a credit hour should include the expectation of an approximate 1:2 ratio of time spent in the classroom to time spent in study/preparation and completion of outside class assignments for a traditional class format. The study/preparation times in this policy refer to the time required for a typical student to complete the study of and out-of-class work needed to receive a passing grade in the course or other academic activity, in the judgment of the appropriate faculty.

Emerging delivery methodologies may necessitate determining a unit of credit with non-time based methods.

These courses shall use demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes to insure these courses are equivalent to traditionally delivered courses.

The following minimum standards for a unit of academic credit may only be modified by an academic unit when necessary to fulfill requirements of an accreditation

agency. If modification of the following standards is necessary, these standards should be treated as a minimum requirement for a unit of academic credit.

- For instructional formats which are structured around time spent in class or other instructional activity, one unit of academic credit will be awarded on the basis of a total time commitment of 2100 minutes per academic term (not including any scheduled final exam period) spent in classroom, laboratory, studio, supervised field experience, or other forms of scheduled student/faculty interaction, and in study, preparation, and work on out-of-class assignments. For example, the standard 3-credit-hour lecture course will meet for 2100 minutes each semester with the expectation that the average student will also spend 4200 minutes in out-of-class study, preparation and work on assignments. For formats other than standard lecture courses, the ratio of scheduled time to out-of-class time will vary according to the instructional format and the judgment of the appropriate faculty as to the optimal mix of instructional activities to promote student learning.
- For instructional formats that are not structured around time spent in class or other instructional activity, such as asynchronous delivery methods*, independent study, student teaching, internships, and student research, one unit of academic credit will be awarded on the basis of either:
 - demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of credit, or
 - what is judged by the appropriate faculty to be equivalent to a total time commitment of 2100 minutes for an average student

*Asynchronous delivery methodologies include but are not limited to correspondence instruction, computer-based instruction, and courses combining differing delivery methodologies.

Enrollment and Degree Verification

The Office of the Registrar is the official certifying body for verification of academic record information to agencies responsible for loan deferments, insurance companies, and other agencies that provide student benefits based on enrollment.

Indiana University Southeast has partnered with the National Student Clearinghouse to provide enrollment verification information for loan deferments and degree verification requests.

Acting as the university's agent, the National Student Clearinghouse data is based on official IU Southeast student records. Information about what has been shared with external agencies including lenders is available 24 hours a day, 7 days a week, 365 days a year from the National Student Clearinghouse Web site.

Academic record information, available for verification, may include prior and/or current enrollment, enrollment status (full-time, part-time), grades, GPA, and final degree conferral. Enrollment information is available for

certification at the end of the 100% refund period for a particular term.

Enrollment cannot be certified for future terms even if a student has already registered for classes and paid for the term. Enrollments cannot be verified until after the first week of classes.

Current students who simply want an unofficial copy of their course schedule or transcript may obtain one without charge through One.IU.

Facility Usage

The Trustees of Indiana University reserve the right to control the use of university facilities to ensure that events conducted therein are compatible with the mission of the university. The university will at all times seek to offer to students and faculty groups opportunities to meet, hear, and exchange ideas and views, however controversial, but it does not license and will not tolerate what is illegal. For the purposes of this policy statement, the term “facilities” shall include grounds owned by the university as well as non-residential buildings and structures that are on university property. Groups wishing to reserve space in the IU Southeast lodges should contact the Office of Residence Life and Housing for amenities, rates and fees, policies and availability. Space is generally only available for use when classes are not in session.

University-related individuals or groups wishing to reserve university facilities should contact the Office of Conference and Dining Services by calling 812-941-2150. Three rate structures are in effect: university, nonprofit, and profit. Costs may be obtained from the Conference and Dining Office.

In those cases where a university-related group or office wishes to use a university facility for an income-producing event, specific authorization for the event must be obtained from the manager of conference and dining services. A facility usage fee may be charged for the event.

Individuals and groups who are not university-related but wish to reserve a university facility should contact the Conference and Dining Office in University Center. A charge will be assessed in accordance with a schedule of facility fees on file in the conference and dining office.

The university does not normally make its facilities available for income-producing purposes if the funds are designed to enrich an individual, organization, or commercial sponsor. Non-university-related individuals or organizations wishing to use a university facility for income-producing purposes must write to the Conference and Dining office, setting forth the nature of the income-producing activity and its purposes.

Note:

All requests for the use of university facilities should be made in writing and should be submitted not less than five working days before the scheduled event. Time, place, and manner may be restricted. Questions regarding this policy may be directed to the conference and dining services office. Groups requesting overnight accommodations in University lodges must complete appropriate paperwork, agreements, and pre-payments no less than 30

days prior to their arrival on campus. Questions regarding lodge facility use and summer conference accommodations may be directed to the Office of Residence Life and Housing.

Charges will be assessed in accordance with a schedule of facility fees on file in the manager's office. The university catering service will provide for all food and beverage needs for any event held in university facilities. Sponsors of any activity requiring any type of food or beverage must make arrangements through Conference and Dining Services in the University Center. Any exceptions to this policy must be approved by the Conference and Dining office. Possession or use of alcoholic beverages on university property is permitted by authorization only. The university reserves the right to reject any and all applications for the use of facilities. Further, the university reserves the right to make adjustments in confirmed reservations for facilities when such action becomes necessary.

Grading System

- All Possible Grades Awarded
- Credit Earned by Examination
- GPA and Credit Hour Calculations
- Grade Appeals Process
- Grade Point Average
- Grade Replacement Policy
- Incompletes (I)
- Pass/Fail Option (P/F)

All Possible Grades Awarded

Standard Letter Grading—used in GPA calculation

Grade	Points
A+	4.0
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
FN	Given to those students whose lack of attendance is the basis for a failing grade; last date of attendance will be required; will appear on transcript as F.
FNN	Given to those students who never attended the class; will appear on transcript as F.

Passing Grades—not used in GPA calculation

Grade	Description
P	Pass
S	Satisfactory

Non Standard Grading—not used in GPA calculation

Grade	Description
I	Incomplete
R	Deferred Grade (For courses which may not be completed in one term)
NC	Course taken on an Audit basis (No Credit)
NR	Grade not yet submitted by the instructor. After instructor submittal, the true grade will replace the NR.
NY	Signifies enrollment in a special program for which credit earned will be recorded when completed. Typically used for courses taken under Study Abroad program

Withdrew from courses—not used in GPA calculation

Grade	Description
W	Withdrew after the first week of classes. Grade will appear on transcript

Credit Earned by Examination

Academic departments at IUS, on a case-by-case basis, may grant students course credit based on demonstration of proficiency in a particular discipline. A personal skill, talent, job experience, or other experiential based proficiency may be considered in the evaluation process.

GPA and Credit Hour Calculations

Only courses with grades of A+ through D- and F are used in calculating a Grade Point Average (GPA). P and S grades are passing grades in completed courses, but are not used in calculation of a GPA. Courses taken at other non-IU institutions are not used in calculating the IU GPA.

A student's grade point average (GPA) is determined by dividing the sum of all grade points earned by the sum of all credit hours attempted. Note that only Indiana University courses, regardless of the campus where they were taken, are counted in the GPA. To calculate grade points, multiply the credit hours for each course by the numerical equivalent of the grade.

Grade Appeals Process

The grade assigned by the course Instructor at the end of a term is the student's grade for that course. Only in exceptional cases will this final grade be changed. Such requests are normally initiated by the instructor to correct an error in the calculation or recording of a grade.

If a student disputes his/her final course grade, the following process, which occurs within the School that offered the course, applies. The only valid reasons for requesting consideration of a grade change are:

1. Miscalculation of grade (human error)
2. Procedural error (e.g., failure to follow announced grading procedures)
3. Non-academic reasons (e.g., discrimination that is banned by University policy)

Grade Change Request Process

1. The student must discuss the matter with the Instructor within 14 calendar days of the start of the next academic term (including summer sessions). In the event that the faculty member does not respond within 14 calendar days, the student should proceed to step 2. After discussing the matter with the student, the Instructor must inform the student of his or her decision in 14 calendar days.
2. If the issue is not resolved to the student's satisfaction, the student submits a Grade Change Request form (appeal) to the Office of the Dean of the School that oversees the course within 7 calendar days of being informed of the Instructor's decision. This form may be obtained at the Registrar's office.
3. If the school-based review process cannot resolve the matter, the student and the Dean will be informed, and the Dean will initiate a review of the student's request. As part of this review, the Dean will discuss the appeal request with the student, the Instructor and/or the Program Coordinator. In an appeal to the Dean, the burden of proof rests with the student.
4. The Dean must notify the student in writing of the outcome/decision (within 14 calendar days of the beginning of the review by the Dean). The Dean's decision is final.

Time Limitations

- Exceptions to the specified time limitations will only be considered in an extremely serious and documented circumstance (e.g., prolonged hospitalization, military deployment) that literally prevented the student from filing the petition or the faculty member from responding within the stated time period.
- The total review process from faculty-student discussion to final outcome should take no longer than 45 calendar days.

Grade Point Average

The grade point average is reported in two ways:

- As the semester gpa, which is the calculation of all grades received in a single semester.
- As the cumulative gpa, which is the calculation of all grades received while an undergraduate or a graduate student at the university.

If the student enrolled at more than one IU campus during an academic career, the cumulative GPA would reflect the student's Indiana University GPA, and not separate it by campus. Separate GPAs are calculated for undergraduate work and for graduate work, so if the student pursued both

an undergraduate degree and a graduate degree at IU, the GPA's would be calculated separately and both would appear on the transcript.

Grade Replacement Policy

With approval from the student's dean, an undergraduate student may repeat a course in which he or she received a grade of A, B, C, D, or F (including plus/minus grades) and have only the new grade (A, B, C, D, or F, including pluses/minuses) count in determining the student's grade point average. The former course and grade will remain on the transcript with an appropriate notation.

Note: A grade of W or I in a repeated course will not qualify to remove the original grade.

The grade replacement policy is subject to the following restrictions: (1) the option to replace grades of A, B, C, or D applies only to courses taken since the fall semester, 1996; (2) students must notify their school or division during the semester in which the course is retaken if they plan to repeat a course to replace a grade, and once such a request is submitted, it cannot be withdrawn; (3) a student may exercise this option for no more than five (5) undergraduate courses totaling no more than 15 credit hours, including any courses replaced under the previous FX policy; (4) a student may use the replacement policy only twice for a given course; (5) academic units retain the right to consider a student's complete academic record for purposes of admission to an academic program or selection for awards; and (6) grade replacement is available for courses taken at any Indiana University campus; however, this policy affects computation of GPA only for courses taken at IU Southeast; student records from other campuses will reflect their grade replacement policies.

For more detailed information on the grade replacement policy, contact the Office of the Registrar.

Incompletes (I)

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will be given only if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was beyond the student's control and that it would be unjust to hold the student to the time limits normally fixed for completion of the required assignments. The grade of I will not be awarded simply to exempt a student from paying tuition for a repeated course.

If the instructor does not otherwise act to remove the I within 12 months, the registrar will automatically change the I to an F. Both the student and the instructor in whose course the student received the I will be notified of this change of grade.

Pass/Fail Option (P/F)

Any undergraduate student in good academic standing (not on probation) may enroll during the junior and senior years (after 60 or more credit hours) in a maximum of four elective courses to be taken with a grade of P (Pass) or F (Fail). The Pass/Fail option is open for a maximum of two courses per year, including summer sessions. For this option, the year is defined as August 15 of one year to August 14 of the succeeding year. The course selected

for the Pass/Fail option must be an elective, and it must not be a prerequisite course. It may not be used to satisfy any of the general education requirements, nor may it be counted as a part of the student's concentration area. The course or courses may be used to meet the 300- to 400-level course requirement.

As designated in the *Academic Handbook*, the grades of A, B, C, and D shall be considered as passing (P) under this option. Instructors will not be notified of those registering for this option, but any Pass/Fail option choices will be transmitted to the Office of the Registrar, and the conversion of the instructor's grade into P or F will be made by the registrar.

In order to initiate the Pass/Fail option, students must consult their dean, who is responsible for determining the elective nature of the course and signing the required form. Students must file the completed form at the Office of the Registrar, University Center South, Room 107. The Pass/Fail option must be selected within three weeks after enrollment during the regular academic semesters. In no case will the grades A, B, C, or D be substituted at a later time for those courses in which the student elected the Pass/Fail option. In computing the grade point average, the P grade will not be used; an F grade will be used.

Release of Information in Student Records

STUDENTS RIGHTS UNDER FERPA

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

1. *The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.*
2. *The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.* A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. *The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.* The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or entity with whom the University has contracted as its agent to provide a service instead of using University employees or officials

(such as an attorney, auditor, or collection agent; the Indiana University Foundation and Indiana University Alumni Association; and vendors of services such as email or other electronic applications, enrollment verification, and so on); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll. Finally, "public information" may be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at the Office of the Registrar. Public information is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information.

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.* The name and address of the Office that administers FERPA is:

Family Policy Compliance

U.S. Department of Education

400 Maryland Avenue, SW 400

Washington, DC 20202-5901

(Approved: University Faculty Council 3/29/77; Amended 10/2/2001, Administrative Practice)

RELEASE OF STUDENT INFORMATION POLICY

In compliance with Section 438 of the "General Education Provisions Act" (as amended) entitled "Family Educational Rights and Privacy Act," the following constitutes the institution's policy which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

- Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy:
1. "Student" is defined as one who has attended or is attending Indiana University, and whose records are in the files of the University.
 2. "Educational records" do not include records retained by individuals which are not accessible to any other person except a substitute faculty/staff member.
 3. "Public information" is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry.

4. "Record" means any information or data recorded in any medium, including but not limited to: handwriting, print, tapes, film, microfilm, microfiche, and electronic media.

- Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released. This form is available at: [See campus-specific documents for location.]
- All students have records in one or more of the following offices and maintained by the administrative officer listed: [See campus-specific documents for appropriate offices, locations, and officers for permanent record, school or college files, etc.]
- Some departments maintain records separate from the school or college. A list of departments which have separate records, their location, and person responsible for the record may be obtained from the office of the dean of the school or college in which the department is located.
- Students may also have records in the following places: [See campus-specific documents for a list of appropriate offices such as financial aid, bursar, placement and police.]
- The privacy of all records may be broken at a time of emergency defined in terms of the following considerations:

1. The seriousness of the threat to health or safety
2. The need for access to the record in meeting the emergency
3. Whether the person requesting the records is in a position to deal with the emergency
4. The extent to which time is of the essence in dealing with the emergency

- A student's record is open to the student, with the following exceptions:
 1. Confidential letters of recommendation placed in files prior to January 1, 1975
 2. Records of parents' financial status
 3. Employment records; see below
 4. Medical and psychological records; see below
 5. Some items of academic record under certain conditions; see below
- The employment records excluded from accessibility are kept in the normal course of business which relate exclusively to persons as employees and are not used for any other purposes.
- Medical and psychological records are presently governed by State Statute, Burns Indiana Statutes, 1971 Code Edition, 34-1-14-5 and 25-33-1-17 which rigidly protects their confidentiality. They are not available to anyone other than those providing treatment, but can be reviewed by a physician or appropriate professional of the student-patient's choice.
- To ensure the validity and confidentiality of references prepared off-campus and on-campus, certain documents may carry waivers, signed by

the student relinquishing the right of access to the document.

Waivers are subject to the following conditions:

- Waivers can be signed only for the specific purposes of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.
- Waivers cannot be required.
- The student shall be told, upon request, the names of those supplying references.

All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.

- Student records are open to school officials who have a legitimate educational interest in their contents, except where access is prohibited by special policies such as those governing medical and psychological records.
1. A "school official" is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Faculty members are considered to be advisors with a legitimate educational interest for all students currently enrolled in their classes or seeking enrollment, and others that they may be advising on an assigned basis.
 2. The determination of "a legitimate educational interest" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose records are involved.
 3. Academic documents inaccessible to students (because the documents have been filed before January 1, 1975 or are segregated by waivers) are to be used only for the purpose for which they were prepared.
- The University has established the following procedures enabling the student to have access to his record and has provided for interpretation and challenge:
 1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
 2. Access is to be granted promptly and no later than thirty days from the date of request.
 3. The student may make the request in person or by mail.
 4. The student may obtain copies upon request (for which the University may charge).
5. The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record.
 6. If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation or privacy:
 - The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and-- where appropriate--the party or parties authoring the record segment in question.
 - The student may request a formal hearing by obtaining from the Dean for Student Services' Office a request form on which he or she must designate the location of the record in question and a brief explanation of the reason for faulting the record. A panel of not fewer than ten Hearing Officers will be appointed by the chief administrative officer for each campus. The Dean for Student Services will forward a copy of the request to the person responsible for the record and will provide the student and the keeper of the record with three names of Hearing Officers. The parties (student and keeper of the record in challenge) shall each strike one name; the remaining Hearing Officer shall conduct an administrative hearing with both parties present.
 - The hearing shall be held within a reasonable period of time; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to present relevant evidence and may be assisted or represented by any person of his or her choosing (including an attorney at his or her own expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time and shall include a summary of the evidence and the reasons for the decision. The judgment of the Hearing Officer shall be final, and the record shall be changed or retained as recommended.
 - If the institution decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained as long as the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed.
 - Normally, records can be released--or access given--to third parties (i.e., anyone not a "school official") only at the written request of the student.

Without the consent of the student, releases to third parties may be given only as follows:

1. To parents of students who are dependents as defined by IRS standards.
2. To federal officers as prescribed by law.
3. As required by state law.
4. To research projects on behalf of educational agencies for test norms, improving instruction, etc. (provided that the agencies guarantee no personal identification of students)
5. To accrediting agencies carrying out their functions.
6. In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance or provided that a reasonable attempt to notify the student has been made)
7. By IU police to other law enforcement agencies in the investigation of a specific criminal case.
 - A student may secure from the Registrar's Office a "consent form" authorizing the release of specified records to specific individuals.
 - A notification of releases made to third parties must be kept in the student's record. This notification is open only to the student and the person in charge of the record.
 - The third party must be informed that no further release of personally identifiable data is authorized without the written consent of the student.
- Nothing in this policy requires the continued maintenance of any student record. However, if under the terms of this policy a student has requested access to the record, no destruction of the record shall be made before access has been granted to the student. Persons in charge of records should ensure that only pertinent items are retained in student files.

(Approved: University Faculty Council 3/29/77; Amended 10/2/2001, Administrative Practice)

Campus Life

IU Southeast, through the Office of Student Affairs, is committed to involving students in all aspects of student life.

Student Affairs at IU Southeast encompasses the areas of admissions, financial aid, orientation, campus life, residence life and housing, career services and internships, mentoring program, personal counseling services, the children's center, athletics and intramurals, volunteer programs, and non-traditional student programs.

These departments support the academic mission of IU Southeast and help the individual student to develop as a whole person. A significant amount of learning occurs outside the classroom, and Student Affairs facilitates that educational and personal development through diverse co-curricular programs and services designed to challenge and support students.

Athletics

IU Southeast is a member of the National Association of Intercollegiate Athletics (NAIA). The Grenadiers are also members of the River States Conference (RSC). Currently, seven IU Southeast sports teams compete in intercollegiate athletics— men's and women's basketball, baseball, men's and women's tennis, women's volleyball, and softball. IU Southeast students, faculty, and staff members with a valid CrimsonCard are admitted to all regular season home athletic contests at no charge. Complete athletic schedules can be accessed at IUS Athletics, the online home of IU Southeast Athletics.

Intramural activities are available to all IU Southeast students, faculty, and staff throughout the fall and spring semesters. Some activities are separate for men and women, while others are coed. Some of the activities include basketball, softball, volleyball, kickball and flag football. For a current listing of activities, go to the [Intramurals](#) page.

Unstructured recreational activities are available free of charge to all students, faculty, and staff. During scheduled open recreation periods, the Activities Building is available for basketball, volleyball, weight lifting, jogging, etc. The fitness center offers both free weights and other types of fitness equipment. For further information, contact the Athletic Office at (812) 941-2432 or visit IUS Athletics.

Facilities include a 1,200-seat Activities Building that houses the Grenadier basketball teams, volleyball team, and a weight room/fitness center. The Koetter Sports Complex is an outdoor sports venue that houses the baseball, softball and tennis facilities.

Drug-Free Campus

The Drug-Free Schools and Communities Act Amendments of 1989, enacted by Congress as Public Law 101-226, require an institution of higher education to adopt and implement a program designed to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees or be ineligible to receive federal funds or any other form of federal financial assistance.

All students are encouraged and cautioned to read the following information. Questions or comments should be addressed to the Dean of Student Life, University Center South 010, (812) 941-2316.

- Possession of Unlawful Drugs or Alcohol
- University Sanctions for Violation of Drug-Free Campus
- Applicable Legal Sanctions
- Description of Health Risks Associated with Alcohol and Controlled Substances (Drugs)
- Available Drug or Alcohol Treatment

Possession of Unlawful Drugs or Alcohol

The University may discipline a student for the following acts of personal misconduct (see NOTE below):

1. Unauthorized possession, use, or supplying alcoholic beverages to others contrary to law or university policy.

Indiana University prohibits:

- Public intoxication, use or possession of alcoholic beverages on university property (including any undergraduate residence supervised by the university, including fraternity and sorority houses) except as otherwise noted in the *IU Code of Student Rights, Responsibilities, and Conduct*, Part II, Section H (22) b and Part II, Section H (22) c.
- Providing alcohol contrary to law.

2. Unauthorized possession, manufacture, sale, distribution, or use of illegal drugs, any controlled substance, or drug paraphernalia. Being under the influence of illegal drugs or unauthorized controlled substances.

NOTE: Students should be advised that under Indiana Law, it is illegal for a minor which is defined as a “person less than twenty-one years of age” to possess or consume an alcoholic beverage. Further, it is illegal for a minor to transport an alcoholic beverage (even if unopened) unless “accompanied by at least one parent or guardian.”

University Sanctions for Violation of Drug-Free Campus

Violations of the provisions set forth in section “Possession of Unlawful Drugs or Alcohol” of the Drug-Free campus policy are considered “personal misconduct.” The University may discipline a student for acts of personal misconduct that are not committed on University property if the acts relate to the security of the University community or the integrity of the educational process. The Vice Chancellor for Enrollment Management and Student Affairs and Judicial Officers are authorized to impose sanctions for acts of personal misconduct.

Sanctions in each case are made only after a meeting and a determination of responsibility. Sanctions will vary depending upon the nature and circumstances of the offense and the student’s prior record. These standards require the usual sanction for drug dealing to be suspension or expulsion from the University. Residence Life and Housing has a “zero tolerance policy” for illegal drug use. Violation of that policy results in removal from student housing.

Campus disciplinary charges and criminal charges may both be filed for the same action. Students may be subject to sanction by both the campus and by the courts for the same action.

For more complete details of sanctions and the judicial process, refer to <http://www.ius.edu/dean-of-students/code-of-conduct/iu-southeast-code-procedures.php>. The *IU Code of Student Rights, Responsibilities, and Conduct* can be viewed at <http://studentcode.iu.edu/>.

Applicable Legal Sanctions

The following information concerns the criminal penalties that can be imposed by State or Federal statute for violations related to alcohol or illegal drug possession, use or distribution.

All students are reminded that conviction under state and federal laws that prohibit alcohol-related and drug-related conduct can result in fines, confiscation of automobiles and other property, and imprisonment. In addition, licenses to practice in certain professions may be revoked, and many employment opportunities may be barred.

It is impractical to list all the alcohol and drug-related state and federal crimes and penalties, but all persons should be aware that in Indiana any person under 21 who possesses an alcoholic beverage, and any person who provides alcohol to such person, is at risk of arrest.

A person convicted of driving while intoxicated may be punished by fine, be jailed and lose the license to drive an automobile. Any selling of alcoholic beverages without a license is illegal.

Possession, or use, distribution, or manufacture, of controlled substances (drugs) illegally can result in arrest and conviction or a drug law violation and

- fines up to \$10,000 (Indiana)
- fines up to \$250,000 (Federal)
- imprisonment up to life (Federal) and
- confiscation of property

Under Indiana's Lifeline Law, people younger than 21 years-old who are under the influence of alcohol will not be prosecuted for crimes such as possession, intoxication, or consumption of alcohol if they call 911 for medical help for another person or in case of sexual assault and cooperate with police.

Description of Health Risks Associated with Alcohol and Controlled Substances (Drugs)

All persons should be aware of the health risks caused by the use of alcohol, and by the illegal use of controlled substances (drugs).

- Consumption of more than two average servings of alcohol in several hours can impair coordination and reasoning to make driving unsafe.
- Consumption of alcohol by a pregnant woman can damage the unborn child. A pregnant woman should consult her physician about this risk.
- Regular and heavy alcohol consumption can cause serious damage to liver, nervous and circulatory system, mental disorders and other health problems.
- Drinking large amounts of alcohol in a short time may quickly produce unconsciousness, coma, and even death.

Use of controlled substances (drugs) can result in damage to health and impairment of physical condition, including:

- Impaired short term memory or comprehension
- Anxiety, delusions, hallucinations
- Loss of appetite resulting in a general damage to the user’s health, over a long term
- A drug-dependent newborn if the mother is a drug user during pregnancy.
- AIDS, as a result of “needle-sharing” among drug users
- Death from overdose

Pregnant women who use alcohol, drugs, or who smoke should consult their physicians

The health risks associated with drugs or excessive use of alcohol are many and are different for different drugs, but all nonprescription use of drugs and excessive use of alcohol endangers your health. **THERE ARE NO GOOD REASONS FOR USING A DRUG THAT IS NOT**

PRESCRIBED BY YOUR DOCTOR OR FOR DRINKING TO EXCESS.

Available Drug or Alcohol Treatment

Indiana University Southeast offers student counseling assistance through:

Personal Counseling Services

University Center South 243; PH (812) 941-2244

Hours: Monday through Friday 8:00 a.m. – 5:00 p.m.

Other hours by appointment

A partial listing of community resources includes:

WELLSTONE REGIONAL HOSPITAL

2700 Vissing Park Road
Jeffersonville, IN 47130
(812) 284-8000
877-999-9355
www.wellstonehospital.com

LIFESPRING MENTAL HEALTH SERVICES

404 Spring Street
Jeffersonville, IN 47130
(812) 280-2080

2820 Grant Line Road, Suite #10
New Albany, IN 47150
(812) 981-2594

535 Country Club Road
Corydon, IN 47112
(812) 738-2114

TURNING POINT CENTER (a division of LifeSpring)

1060 Sharon Drive
Jeffersonville, IN 47130
(812) 283-7116

OUR PLACE

Drug & Alcohol Education Services
400 East Spring Street
New Albany, IN 47150
(812) 945-3400

CENTER FOR LAY MINISTRIES - BLISS PROGRAM 213

E Maple Street
Jeffersonville, IN 47130

PARK VIEW PSYCHIATRIC & NEUROLOGY SERVICES

510 Spring Street
Jeffersonville, IN 47130
(812) 282-1888

SOUTHERN HILLS MENTAL HEALTH CENTER

523 North Main
P.O. Box 400
English, IN 47118

BAPTIST HOSPITAL EAST

Chemical Dependency & Family Recovery
4000 Kresge Way
Louisville, KY 40207
(502) 896-7105
800-478-1105
www.baptisteast.com

OUR LADY OF PEACE

2020 Newburg Road
Louisville, KY 40205
(502) 451-3330
800-451-3637

THE BROOK HOSPITAL - KMI

8521 LaGrange Road
Louisville, KY 40242
(502) 426-6380
800-866-8876

THE BROOK HOSPITAL – DUPONT

1405 Browns Lane
Louisville, KY 40207
(502) 896-0495
866-373-6085

Orientation

Orientation is dedicated to helping all new students feel welcomed and connected to their new environment at Indiana University Southeast. We want students to understand academic expectations and to seek support and resources from the campus community. Through participation in our events and programs, first-time or transfer students will be provided all tools necessary to have a successful transition to the intellectual, cultural, and social climate at IU Southeast. Campus tours, an introduction to academic majors, out-of-classroom involvement opportunities, support services, and campus resources are included in orientation. It also offers new students the chance to connect with faculty, staff, and other new and returning students. Family members are invited and encouraged to participate in orientation, since their support is crucial to the success of students entering IU Southeast.

Parking and Motor Vehicles

All IU Southeast students are eligible to purchase a ST parking permit. These permits give students access to all parking areas marked with red "Student Parking Permit" signs. Students must display a valid "ST" permit in their vehicle.

Faculty/Staff parking areas are marked with EM signs and are restricted to those vehicles displaying a valid "EM" permit. All full and part-time staff and faculty are eligible to purchase a EM parking permit.

Disabled parking spaces are clearly designated. Vehicles parking in these areas must display a valid IU Southeast "D" permit. In the event all Handicapped parking spaces are occupied, this permit also allows parking in either the EM or ST parking areas.

To obtain a IU Southeast D permit bring into the University Police Office (UC 027) a copy of your handicap registration with picture ID, a completed state of Indiana "Application for Disability Parking Placard or Disability Plate-State Form 42070" including signature by a certified Indiana physician or a state handicap placard with registration and picture ID.

Motorcycle parking permits are available at the University Police Office. *Motorcycles are not allowed to use the regular hanging parking permit.*

Temporary permits are available by the day or week. The permit dispensers in the parking lots offer daily permits.

Daily and weekly permits may also be purchased at the University Police Office.

Temporary permits allow you to park in the ST zone anytime or the EM zone after 6 p.m. and weekends. It is not valid for meters.

Visitor parking areas (meters) are located in the Evergreen East and West, and Dogwood parking lots. These spaces are not to be utilized by faculty, staff or students who have a semester or annual permit displayed.

Parking permits can be purchased by going to parking.iu.edu.

Residence Life and Housing

Meadow Lodge 103
Phone: (812) 941-2115
www.ius.edu/housing/

The Office of Residence Life and Housing creates living-learning environments committed to holistic student development, academic success, and civic engagement.

The department strives to provide safe, well-maintained, housing facilities that engage students in meaningful discourse and interaction while providing opportunities for personal growth and service to the community.

On-campus housing is provided through the Office of Residence Life and Housing. Approximately 400 students live on campus at IU Southeast in five lodges. Each lodge features full apartments with semi-private bathrooms, full kitchens, and common living spaces. Each lodge also features a central great room, a computer lab, laundry facilities, vending machines, mail delivery, high-tech security access, and quiet study spaces. Students live in one, two, or four-bedroom apartments. Some bedrooms are double-occupancy while others are single occupancy. Housing fees include all utilities, cable television service, and high-speed Internet and wireless access.

Acceptance to the university does not guarantee housing to any student. Students and prospective students who want to live on campus should apply as early as possible to ensure the best possible consideration for housing. Assignments are made in the order in which applications and deposits are received. Students who currently live on campus are assigned first, followed by new students. Short-term housing is available to visiting students and conference guests during the summer months at competitive rates.

More information about living on campus, including the Residence Hall Application and Contract and housing rates, may be found at www.ius.edu/housing.

Safety and Security

Indiana University Police Department

The Indiana University Police Department is a fully empowered law enforcement agency. The department patrols the campus on a 24-hour basis. The office is located in University Center North, room 027, and the phone number is (812) 941-2400. Any criminal or suspicious activity and all vehicular accidents that occur on campus should be reported to 911 immediately. There are three types of emergency phones available across campus that will provide a direct line to the police

department. There are yellow boxes in and around buildings, blue stanchions around the lodges, and silver boxes at the main entrance of each lodge.

Emergency Response and Evacuation Procedures

IU Notify is the University Emergency Alert System. It is used to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

IU Notify sends updates (text, voice message, and email) to cell, home, and work phones, and email accounts that are registered with the IU Notify system. A test of the IU Notify Emergency Notification System is conducted at least once per calendar year.

University police will confirm the significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on campus.

The chief of police (or designee) depending on the situation and when time permits will consult with the vice chancellor for Administrative Affairs, Enrollment Management and Student Affairs, or Academic Affairs to make the decision whether a significant emergency exists, which segment of the campus community will be notified, and the content of the notification. The emergency notification will be made without delay for the safety of the campus community unless issuing a notification will, in professional judgment of the University Police, compromise the efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

The emergency notification will be sent by the University Police. Follow-up information will be provided to the University community as needed. If the emergency notification needs to be disseminated outside of the campus community, the telephone information line and communication with local news agencies will be used.

Fire drills are scheduled annually to test the evacuation procedures for buildings on campus.

Law Enforcement Authority

The IUPD employs sworn police officers, certified by the state of Indiana, and meet state mandated training requirements. These officers have full police powers as granted by the state of Indiana (IC 21-39-4), and have access to national and state law enforcement networks.

IUPD officers have primary jurisdiction on any real property owned or occupied by the university, including the streets passing through and adjacent to such property. In addition, these officers have the power to assist university officials in the enforcement of IU's rules and regulations.

Working Relationship with State and Local Enforcement Agencies

By resolution of the Indiana University Board of Trustees, university police are authorized to exercise police powers beyond the primary jurisdiction in certain circumstances.

The IUPD maintains a cooperative working relationship with municipal and county law enforcement agencies in the geographic areas in which campuses are located, as well as Indiana State Police and Federal agencies.

When investigating alleged criminal offenses, the IUPD cooperates with the appropriate law enforcement agencies and other criminal justice authorities.

These cooperative working relationships include:

- New Albany Police Department works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.
- Floyd County Sheriff's Office works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.
- Indiana State Police works closely with us and will assist us in response to criminal offenses when requested. There is not an MOU between the departments.

IUPD officers normally investigate all criminal offenses that occur in the IUPD's primary jurisdiction, and work with the staff of cooperating agencies when incidents arise that require joint investigative efforts, resources, crime-related reports, and exchanges of information. The officers of IUPD and cooperating agencies communicate regularly at the scene of incidents that occur in and around the campus. Meetings may be held between the IUPD and cooperating law enforcement agencies for purposes of sharing information, on both a formal and informal basis. Local and state police agencies provide back-up assistance for any emergency that might require extensive police services. Any law enforcement officer may come onto campus at any time; just as IUPD officers have powers to arrest, city and state police can arrest students and visitors on campus for violations of law within their agencies' jurisdictions. In addition, the university has the responsibility of advising the appropriate authorities of violations of civil or criminal law committed by anyone on campus, either when a request for specific information is made or when there is a danger to life or property.

Sex Offenses

Prevention and Education Programs

IU offers educational programs to promote the awareness of rape, acquaintance rape, and other forcible and non-forcible sex offenses. These programs are offered through:

- IUPD-4201 Grant Line Rd, UC 027
- Dean of Student Life Office-4201 Grant Line Rd, UC 010
- University Personal Counseling Services-4201 Grant Line Rd, UC 201
- The Center for Women and Families 812-944-6743

Procedures for Victims

- **Get to a Safe Place as Soon as Possible.**
- **Preserve Physical Evidence** - In the case of sexual assault, it is particularly important to remember that it may be necessary to preserve evidence for use in court or in university disciplinary proceedings. Do not change your clothes, wash, douche, or use the toilet before seeking medical attention, as such activities may result in the loss of evidence.
- **Contact the Police** -If you are the victim of sexual assault, get help as soon as possible. Report the assault immediately by calling the IUPD at 812-941-2400 or coming to the police department, located at 4201 Grant Line Rd, New Albany, IN 47150 in person.
- **Get Medical Attention** - Victims of sexual assault should seek medical attention as soon as possible. This is necessary to mitigate the risk of sexually

transmitted diseases or pregnancy and to determine the existence or extent of, and to treat, any physical injury. Additionally, medical personnel will obtain evidence to help in the investigation. Not seeking medical attention could have physical and emotional consequences. Victims of sexual violence may be eligible for certain services at no cost; the IUPD can provide victims with resources concerning health care cost and reporting to your insurance company, as stated in state laws. IUPD personnel will assist a victim with transportation to a hospital, if necessary. Some area hospitals have personnel who have been specially trained to deal with sexual assaults.

Reporting and Response Procedures

If you choose to report the incident to the IUPD, an officer will take a statement from you regarding what happened.

The officer will ask you to describe the assailant(s) and may ask questions about the scene of the crime, any witnesses, and what happened before and after the incident. If you wish, you may have a support person with you during the interview. **IMPORTANT:** Reporting an incident to the police is a separate step from choosing to prosecute. When you file a report, you are **NOT** obligated to continue with legal proceedings or university disciplinary action. **YOU** can **CHOOSE** whether or not to participate in proceedings at any point.

There are numerous reasons to report sexual assault to the IUPD, including:

- Assisting the victim;
- Taking actions to prevent further victimization, including issuing a crime alert to warn the campus community of an impending threat to safety;
- Apprehending the assailant;
- Collection and preservation of evidence necessary for prosecution;
- Seeking justice for the wrong that has been done to the victim; and
- Having the incident recorded for purposes of reporting statistics about incidents that occurred on campus.

In the case of crimes not occurring on university property, IUPD personnel will also assist in contacting the appropriate law enforcement agency, at the victim's request.

Counseling Service

Victims may choose to seek assistance from the following on-campus resources:

- University Personal Counseling Services (812-941-2244) is located at 4201 Grant Line Rd, UC South Room 201. Counselors can provide confidential support for you during this difficult period. They can inform you of common emotional reactions and discuss coping methods that may assist you immediately following the assault and later. Talking about your concerns with a counselor in a safe and supportive environment may help you sort through your feelings and decide what to do. You do not need to disclose your name if you call the University Personal Counseling Center for information. Counselors will not reveal your identity to anyone without your permission. Students

may be seen on an emergency walk-in basis or by appointment.

- Assistance and support for dealing with personal and academic issues is also available from the Dean of Student Life Office (4201 Grant Line Rd, UC Room 010, 812-941-2316)

Victims may also consult off-campus resources, including the Center for Women and Families (812-944-6743), which provides a confidential hotline at 877-803-7577, and advocacy services 24 hours a day, seven days a week.

University Disciplinary Procedures

If a sex offense involves another student, regardless of where the alleged offense occurred, the victim may request that disciplinary action be initiated within the university. The accuser and the accused are both entitled to the same opportunities to have others present during a disciplinary proceeding. The outcome of the proceedings will be provided to both the accuser and the accused. This may only include the final determination with respect to the alleged sex offense and any sanction that is imposed against the accused. The victim cannot be required to sign a nondisclosure agreement or to otherwise agree to a prohibition from discussing the case.

Notification of final results is made to both the victim and the accused, in the same manner and within the same time frame. Sanctions may include counseling, suspension, expulsion, or termination from the university.

More information concerning university procedures for disciplinary action is contained in the Code of Student Rights, Responsibilities and Conduct.

Student victims may also request changes in university classroom, academic, and/or living arrangements; these requests will be granted when such changes are reasonably available.

Sex and Violent Offender Registry

Effective January 1, 2003, Zachary's Law requires sheriff departments to jointly establish and maintain the Indiana Sheriff's Sex Offender Registry to provide detailed information about individuals who register as sex or violent offenders at Indiana sheriff departments (in Marion County, the Indianapolis Police Department). The purpose of the registry is to inform the general public about the identity, location, and appearance of sex and violent offenders who live, work, and study in Indiana. The registry can be found at the [Indiana Sheriffs'](#) website.

The state of Indiana also keeps a Sex and Violent Offender Directory. The [directory](#) can be accessed on the Internet.

Due to our close proximity to the state of Kentucky, the Sex/Criminal website can be accessed through [Kentucky sex offender registry](#). If you have any questions about these registries, please contact the IU Southeast Police Department at (812) 941-2400 or in person at University Center North, 027.

The National Sex Offender Public Website (NSOPW) is coordinated by the U.S. Department of Justice. The website "is a cooperative effort between jurisdictions hosting public sex offender registries ("Jurisdictions") and the federal government and is offered free of charge to the public. These Jurisdictions include the 50 states, U.S. Territories, the District of Columbia, and participating tribes. The Website provides an advanced search tool

that allows a user to submit a single national query to obtain information about sex offenders; a listing of public registry Web sites by state, territory, and tribe; and information on sexual abuse education and prevention" (source: NSOPW).

In April 2012, Indiana University implemented policy PS-01, "Programs Involving Children." The policy requires that all faculty, staff, students, volunteers, and all others involved with applicable programs have been subject to a criminal background check and sex offender registry check within the last three years.

If you have any questions about these registries, please contact the IU Southeast Police department at ext. 2400 or stop by the office in UC 027.

Missing Student Notification

IU's policy is to thoroughly investigate all reports of missing persons, and to ensure that all missing person notifications are made promptly and in accordance with applicable state and federal law.

If a student who resides in on-campus housing is believed to be missing, this must be reported immediately to the IUPD. The IUPD will obtain a report and initiate an investigation. If the IUPD determines that a student is missing and has been missing for more than 24 hours, the IUPD will notify local law enforcement and inform the student's designated contact person(s) no more than 24 hours after the student is determined to be missing. These procedures may be implemented in less than 24 hours if circumstances warrant.

In addition to identifying an emergency contact, any student who resides in on-campus housing facility may identify the same or different person to be contacted should the student be determined to be missing. If a student has identified such a person, the IUPD will notify that person no more than 24 hours after the student is determined to be missing. If the missing student is under the age of 18 and is not an emancipated person, the IUPD will notify the student's parent or legal guardian in addition to the student's designated contact. This contact information will be registered confidentially, will be accessible only to authorized campus officials, and will not be disclosed outside of a need to further a missing student investigation. A student can register their missing student contact information by:

- Contacting Residence Life in Meadow Lodge Room 113

Information about the missing person will be entered into National Crime Information Center (NCIC) within two hours of being received by police. This information will also be sent to any police department near the location where the missing student was last seen, or any law enforcement agency to which the reporting party requests the information be sent, provided the officer considers the request to be reasonable.

First Aid

The University Police Department should be contacted immediately in the event of injury or illness. Limited first aid supplies are maintained by the department; and all officers and office staff are certified in first aid, CPR, and the use of AEDs. If an ambulance is required, the

responsibility for payment of the ambulance costs belongs to the party requiring treatment.

Harassment

Forms of harassment including sexual harassment and harassment on the basis of race, color, sexual orientation, national origin, or religion are violations of university policy and various state and federal laws. IU Southeast values diversity and will not tolerate harassment. Women and men who believe they are victims of harassment or who believe others have been victimized are encouraged to report such incidents. IU Southeast will promptly investigate every complaint, respond, and take corrective action to stop the harassment. Investigations of these complaints will be conducted in a fair and thorough manner, which—to the extent possible—protects the privacy and reputation of both the complainant and the accused. To report harassment or to receive information regarding the definition of harassment and how it can be handled, consult the Office of Diversity located in Room 231 of University Center South; the telephone number is (812) 941-2306. Academic-related complaints about a faculty member should be reported to the dean of the school that offers the course or to the Academic Affairs Office. A complete description of the IU Southeast Complaint Process is available [online](#).

Crime Prevention

Ongoing crime prevention efforts by IU Southeast include:

- emergency phone system
- 24-hour police patrol
- burglar alarms and surveillance cameras in key areas
- crime prevention and safety seminars presented to any group requesting presentations
- crime prevention and safety literature available at the university police office

The university police maintain a daily log of all crime and fire reports filed with the department. Copies of the IU Southeast Campus Security and Fire Safety Annual Report are available in the police office and may be requested by mail.

Student Government Association

The Student Government Association (SGA) includes an elected student body president, vice president, student senate of 24 members (18 elected in the spring and 6 reserved for the freshman class), and a five-seat judiciary branch headed by a chief justice and appointed by the president with confirmation from the senate. In addition, all students can be active in SGA by attending meetings and serving on committees.

The president of the student body serves as a nonvoting member of the IU Southeast Faculty Senate, a member of the IU University Students Association (AUSA), and on various other committees. The president is also responsible for maintaining communication between the faculty and administration and the Student Senate, as well as campus organizations and the student body in general. The president may approve or veto legislation of the Student Senate, and—subject to confirmation by the Student Senate and the appointment of the Chancellor—nominate student members to serve on campus committees that formulate campus policies. The president

may also issue limited policy decisions by executive order or proclamation.

The Student Senate Chair, elected from the Student Senate, presides over the meetings of the Student Senate. The Student Senate provides communication between the student body and the administration and faculty. By resolution, it requests changes and makes recommendations to the administration and faculty concerning campus policies and procedures. Additionally, the Student Senate approves funding for events from the Student Government Association funds that provide the campus community with increased social, cultural, and educational opportunities.

The Student Court serves as the interpreters of the Student Body Constitution and spells out the duties, responsibilities, and authority of the members and officers of SGA. By holding open court sessions each month, the court also serves as a forum for student concerns and complaints.

Student ID (CrimsonCard)

Need your CrimsonCard?

Visit us at the CrimsonCard Desk of the UITS Support Center, University Center South, Room 212. All you need is a valid photo ID.

What is a CrimsonCard?

- Your official identification on campus
- Your library card
- Your secure access to residential halls
- Your printing and copying card
- Your identification to purchase and sell back books
- Your easy payment for on-campus and off-campus vendors

How to Add Funds to Your CrimsonCard:

- Go to the CrimsonCard website and add funds by selecting "**Make a Deposit**"

Lost or Stolen CrimsonCard?

- Go to the CrimsonCard website and deactivate your card under "**Manage Your ID Card**", "**My ID Card**", and then "**Deactivate**"
- Replacement cards are \$25.00

Visit the CrimsonCard website to also see a list of off campus vendors that accept the CrimsonCard, check balances, and set notifications. Contact CrimsonCard Services at (812) 941-2072 if you have any further questions.

Student Involvement and Organizations

The Office of Campus Life helps to educate students and build a strong community through out-of--classroom involvement on campus. Supporting student organizations, teaching about leadership, encouraging community service, planning and promoting events, offering special services for adult students and students with children, and orienting new students are the primary ways Campus

Life educates students to become well-rounded, engaged citizens and successful, involved alumni.

More than 100 student organizations weave the colorful and diverse fabric of campus life. These include special interest and advocacy groups, student publications, Greek-letter social fraternities and sororities, student government, academic clubs and honor societies, performance ensembles, religious and non-religious groups, sports clubs, and intramurals. The Office of Campus Life assists students who want to organize a new student group and make their own contributions to a vibrant campus environment.

Organizations that want to use campus facilities and receive other support and services must register with the Office of Campus Life. This process includes filing a registration form along with the group's constitution, submitting a membership roster with IU Southeast students and a list of officers, identifying an advisor who is a member of the IU Southeast faculty or full-time staff, and setting up a MyInvolvement.ius.edu database account.

For more information on student involvement and student organizations, contact the Campus Life Office at (812) 941-2316.

Student Activity Fee

Financial support for many co-curricular activities comes from the Student Activity Fee, which all undergraduate and graduate students pay each semester. The amount is determined by the number of credit hours in which the student is enrolled.

Currently the organizations and programs receiving these funds include the Horizon, IU Southeast Literary Review, Student Government Association, Children's Center, Student Involvement, Student Planner, Student Program Council, Learning Enrichment Fund, Undergraduate and Graduate research journals, Athletics, Registered Student Organization Grant, Leadership Development, Family and Parent Programs, Cheerleaders, and Game Room.

Student Rights, Responsibilities, and Conduct

It is important that students understand their rights and responsibilities. Copies of the Indiana University Code of Student Rights, Responsibilities, and Conduct are available from the Office of the Dean of Student Life, University Center South, room 010. It is also accessible online at <http://studentcode.iu.edu/>. Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

Student Services

IU Southeast is a safe, social, technically advanced and easy-to-navigate campus, with a robust Code of Student Rights, Responsibilities and Conduct.

But there may be times when you want or need assistance. Whatever your request, we're ready to help you with a range of resources, including campus police and emergency response, academic tutoring, 24-7 computer and network tech support, personal counseling and more.

Adult Student Center

Adult Student Center

Director: Kim Pelle
Campus Office: US 206
Telephone: (812) 941-2650
<https://www.ius.edu/adult-students/index.php>

The Adult Student Center (ASC) provides programs, information, and support to nontraditional students and advocates to the campus at large for the unique needs of older students. The coordinator of the ASC works closely with the Non-Traditional Student Union (NTSU), a student organization that also supports and advocates for adult students at IU Southeast, and the Student Veterans Organization (SVO).

The Adult Student Center, located in University South, US 206, is open 24/7 and offers a "home away from home" where adult students can network, study with their peers, relax, meet friends, and find answers to their questions. Open to all IU Southeast students, the Adult Student Center offers a variety of academic, social and family programs and events, free local phone service, a scanner, computers, a microwave and refrigerator, soft seating, and good conversation. Contact the Adult Student Center at (812) 941-2650.

Career Development Center

Career Development Center

University Center South 106
Phone: (812) 941-2275
Fax: (812) 941-2557
<https://www.ius.edu/career/>

The Career Development Center provides students and alumni opportunities for career exploration and employment leading to productive citizenship contributing to the intellectual, cultural and economic development of the region.

- Career Guidance
- Professional Job Search
- Job Board
- Job Fairs
- Federal Work-Study Program
- Career Resources
- Internship Program

Career Guidance

Career coaches assist students in a variety of ways to help them choose their majors and investigate career options. Students have the option to take career interest inventories that suggest which careers match students' interests, personalities, and skills. Talking with professionals in the "real world of work" through an informational interview or a job shadowing experience provides another way to gain valuable career information. We offer individual sessions as well as online resources for job search strategies, resume critiquing, and mock interviewing. An appointment may be made by visiting our website at www.ius.edu/career, by calling (812) 941-2275, or stopping by the office in University Center South Room 106.

Professional Job Search

Students seeking professional positions are encouraged to register with the Career Development Center to receive assistance with resume preparation, interviewing, and job search techniques. Numerous employers list job opportunities, which are posted on our online job board, CareerLink.

Each fall and spring semester, employers recruit on campus via formal interview, schedule positions, job fairs, information tables, and school-specific career days and events. Students and alumni are encouraged to review the list of upcoming events on the Career Development website, www.ius.edu/career.

Job Board

CareerLink is an online database of part-time hourly and work-study positions, internships, and full-time professional positions. This service is for all enrolled IU Southeast students and IU alumni. Students and alumni are encouraged to access their accounts online through the Career Development Center's website to utilize this resource.

Job Fairs

Job fairs are a major employment resource for college students and graduates. IU Southeast hosts multiple fairs each fall and spring semester.

The two major fairs are held in October and April each year and attract several employers from the region. These fairs are free and open to the the public. Most employers are from the local area (50-mile radius of Louisville, Kentucky) and seek candidates for a wide variety of entry-level professional and full- and part-time positions. For a full list of all career fairs and events, including major-specific opportunities, visit the Career Development Center website at <https://www.ius.edu/career> and click on the Upcoming Events button.

Federal Work-Study Program

Students who qualify for the Federal Work-Study Program will be notified of their eligibility by the Office of Financial Aid. These students may apply for employment opportunities established especially for the Work-Study Program. Work study positions may be viewed online on the Career Development Center website under the Student Employment tab or by visiting the Career Development Center, US 106.

Career Resources

The Career Development Center utilizes a variety of career exploration tools, resources and assessments to assist students in the career planning process. Some of these resources are:

- Traitify is an online personality assessment that uses pictures to help you find out more about your personality type. Once you find out what your personality type is, the assessment will recommend possible career options, people you may enjoy working with, and what type of work environment you will thrive in.
- The "What Can I Do With This Major?" guide breaks down your major of interest into common career areas, employers and career planning strategies.

- The Strong Interest Inventory is a powerful resource utilized to help students make satisfying career decisions based on their interests.
- Candid Career is a premier provider of thousands of informational video interviews with real professionals through an easy-to-use website.

These licensed programs are available to all students, graduates, faculty and staff of IU Southeast and are easily accessed through the Career Development Center website, www.ius.edu/career.

Internship Program

The purpose of the IU Southeast Internship Program is to provide students with opportunities to apply classroom knowledge to real-world work environments. Internships are designed for sophomore, junior and senior students enrolled in bachelor's degree programs. Typically, these work assignments are for a minimum of 14 weeks and can be volunteer, full- or part-time positions. Internships can be paid or unpaid and can be taken for academic credit or for zero credit. Benefits from internship participation include an opportunity to test a career choice, gain confidence in one's abilities, develop professional skills, gain work experience and develop networking contacts for future employment opportunities. All internship assignments must be coordinated through the Career Development Center.

Children's Center

Children's Center

Director: Sally Eads
 Campus Office: IU Southeast Children's Center
 Telephone: (812) 941-2402
 Email: saaeads@ius.edu
<https://www.ius.edu/childrens-center/>

The IU Southeast Children's Center provides quality year-around child care and preschool for students, faculty, staff and community children, ages three to nine. We strive to promote children's health, social, emotional, physical and cognitive growth and development by providing an active learning environment. For more information and/or to visit the facility call (812) 941-2402.

Disability Services

Office of Disability Services

Director: Matthew Springer
 Campus Office: US 207
 Telephone: (812) 941-2243
 Fax: (812) 941-2542
 Email: mtspring@ius.edu
<https://www.ius.edu/disability-services/>

The Office of Disability Services (ODS) is dedicated to opening doors of equal opportunity to individuals with disabilities attending Indiana University Southeast. Students with documented disabilities are encouraged to make an appointment with the ODS coordinator to discuss any academic accommodations they may need in order to have access to their education as soon as possible; preferably before or directly after they have been admitted to the university. The ODS assists students with documented disabilities by determining their eligibility for services and then working with students and faculty

to determine reasonable accommodations and services which will, in turn, give the student equal access to the university.

Services of this office are based on documented need and may include: preadmission consultation; testing accommodations; American Sign Language interpreters, and referrals to other campus and community resources. The student is responsible for timely providing ODS with current, comprehensive, and adequate documentation of the student's disability completed by a medical or psychological professional. Appropriate documentation is a necessary prerequisite for any academic modification or accommodation. Documentation guidelines are available on the ODS website, or can be provided by the ODS coordinator.

University Information Technology Services - UITS

University Information Technology Services

Executive Director: Nick Ray

Help Desk

Campus Office: US 212
Telephone: (812) 941-2447
Email: helpdesk@ius.edu

<https://www.ius.edu/it/>

IU Southeast provides a wide array of technology services to enrolled students:

- An IU computing account for access to e-mail and all services.
- One.IU - a one-stop shop for university services - to do everything from checking grades to paying a bill.
- Box at IU provides unlimited storage and collaboration space in the cloud.
- No-cost software by streaming popular titles from [IUJanyWare](#) or downloading them from IUware.
- Both wired and wireless printing in all Student Technology Centers with [IU Print](#).
- No-cost tech skills workshops and video tutorials from [UITS IT Training](#).
- Tech support from the [UITS Support Center](#) and IU Knowledge Base, available 24 hours a day, 7 days a week.
- Access to online class resources through Canvas, the university's course management system.
- Comfortable study lounges for working individually or in collaborative groups. Use IU-provided touchscreen computers or bring your own devices.
- Access our wireless network that covers virtually the entire campus inside and out, including every campus residence lodge.
- More than 800 Windows and Mac workstations in Student Technology Centers (STCs), classrooms, and open locations;

Campus computing resources are state-of-the-art and can provide appropriate functionality for most instructional or resource needs. [Visit the UITS Web site](#) for details.

Library Services

Library Services

Director: C. Martin Rosen
Reference Desk: (812) 941-2489
Circulation Desk: (812) 941-2485
<https://www.ius.edu/library/>

In addition to holding over 600,000 books, the Library subscribes to dozens of full-text databases, and provides online access to more than a half million e-books, nearly 100,000 online journals, a wide array of streaming audio and video resources, large collections of digital images, and a selection of print periodicals and newspapers. The Library also houses several special collections, including, the Center for Cultural Resources, the Curriculum Materials Center, the IU Southeast Archives, the archives of the IUS Oral History Project, and those of Ars Femina, and the William L. Simon Sheet Music Collection. Additionally, the Library is a selective depository of U.S. Government Publications.

Reference service is available whenever the library is open, and the library offers a rich array of Web-based, full-text information resources, including thousands of online newspapers and scholarly journals. Student-centered, active-learning, and learning outcomes-based instruction sessions in information literacy and library research skills are offered upon request throughout the year.

The Indiana University libraries are linked through [IUCAT](#), a shared, Web-based catalog that furnishes access to more than 7,000,000 volumes in the IU library system and to library collections throughout the region. Access to these resources is also available from offices and computer labs across campus as well as from remote sites via the library's Web site.

Through interlibrary loan, students, faculty, and staff at Indiana University Southeast have easy access to the research collections on the Bloomington and Indianapolis campuses and around the nation. In addition, the library collections of colleges and universities in the Louisville metropolitan area are made available through Kentuckiana Metroversity cooperative agreements.

Office of Overseas Study

Study Abroad

Email: IntProgs@ius.edu
<https://www.ius.edu/international-programs/>

Students at IU Southeast have the opportunity to participate in various study abroad programs. Some are IUS faculty led study abroad programs, others are academic programs that Indiana University (IUB and its regional campuses) has arranged in other countries. When students participate in any of the IU programs, they receive IU credit, and benefit from the guidance and assistance of IU directors at most sites. Costs vary significantly based upon the duration and location of the programs. IUS faculty led programs tend to be more affordable as they are shorter (2-4 weeks); other programs are reasonably priced too. Participants are eligible for financial assistance just as they would be if they were at an IU campus. Contact the Office of Financial Aid for further information on financial aid. In addition, IU and IU Southeast offer some special scholarships to students

in overseas study programs. You should contact the Co-Directors of International Programs, Dr. Valérie Scott at vboscott@ius.edu or Dr. Anne Allen at aeallen@ius.edu for information on study abroad programs and these scholarships. The information is also available on the [Study Abroad](#) website.

Recently, IUS faculty-led programs have taken students to South Africa, Indonesia and England (Natural Sciences), Samoa (Arts and Letters), as well as France and Wales (Social Sciences). Previous trips took students to Ecuador (Education), Costa Rica, Ireland, Cuba, Jordan, and Ghana. These programs allow students to travel in small groups, often times in the summer, with one or two faculty/staff, and participate in uniquely tailored experiences.

Semester programs are available all around the globe, in countries such as Argentina, Australia, Austria, Brazil, Chile, China, the Czech Republic, Egypt, France, Germany, Ghana, Greece, Hungary, Ireland, Italy, Japan, Mexico, the Netherlands, Peru, South Africa, Spain, and Thailand. Some of these programs focus on language learning and require significant language proficiency, but others are in English or demand very little foreign language background.

Academic-year programs are offered in Britain, France, Germany, Ghana, Japan, Spain, and several other locations. Those in France, Germany, and Spain require at least five semesters of language courses as a prerequisite; the program in Japan requires two years.

Applications for academic-year programs are normally due in early January of the year before travel. Applications for semester programs are due early in the previous semester, and those for the summer are due early in early spring semester (February 1).

Contact the Co-Directors of International Programs, Dr Scott (CV 007) at vboscott@ius.edu or Dr Woodward (CV 014) at luwoodwa@ius.edu to pick up fliers on individual programs or discuss your interests. Information about international programs and applications forms are available on the IUS International Programs page.

Feel free to visit the [IUS International Programs Facebook](#) page.

Personal Counseling Services

Personal Counseling

Director: Michael Day, Psy.D., HSPP
Campus Office: US 243
Telephone: (812) 941-2244
Email: micaday@ius.edu
<https://www.ius.edu/personal-counseling/>

The IU Southeast Personal Counseling Services provides a licensed and professionally trained staff that offers limited counseling and consultation free of charge to currently enrolled students. We can help students achieve their personal and academic goals by providing short-term therapeutic intervention for a variety of problems including anxiety, depression, relationship difficulties, sexuality concerns, etc., as well as social support services related to homelessness, poverty, lack of access to healthcare, and lack of access to food. We also offer consultations for students, parents, faculty and staff. Additional services include outreach and psychoeducational programming

for classes, university departments/divisions, and student organizations.

If you hear of anyone who has thoughts, plans, or intentions to cause harm to him/ herself or someone else, please contact Personal Counseling at (812) 941-2244 or the IU Southeast Police at extension 2400.

For more information, please visit the Personal Counseling website.

Student Success Center

Student Success Center

Director: Ryan Norwood
Testing Coordinator: Kristina Hickman
Campus Office: US 203
Telephone: (812) 941-2312
<https://www.ius.edu/ssc/>

The Student Success Center provides information and resources to help students improve their academic performance. The center provides assistance in the following:

- peer-tutoring for select 100- and 200-level courses
- Supplemental Instruction (SI) available in select courses
- study skills brochures and website tutorials
- placement in writing courses, mathematics, and modern languages
- testing accommodations for students with disabilities
- credit-by-examination opportunities
- professional certification exams
- test proctoring for independent-study and online examinations

Veterans' Benefits

Veteran Services

- Certifying Officer: Jack Howell
Campus Office: US 107
Telephone: (812) 941-2535
Email: howellj@ius.edu
<https://www.ius.edu/veterans/>

Veteran's benefits of several types are available to IU Southeast students. Our Veteran's Service Specialist/Certifying Officer assists students with completing forms and processing certifications. Popular programs administered through IUS include:

- **Chapter 30 - New Montgomery GI Bill**
 - Eligible service personnel: Active - Army, Air Force, Navy, Marine Corps, Coast Guard
-
- **Chapter 31 - VA Vocational Rehabilitation (Voc Rehab)**
 - Eligible service personnel: Active - Army, Air Force, Navy, Marine Corps, Coast Guard
-
- **Chapter 33 - Post 9/11 GI Bill/Yellow Ribbon School**
 - Eligible service personnel: Military duty after 11 Sep 2001 for all Military service to include the

Reserves or National Guard. Includes any transfer of Entitlement to Spouse and/or Child.

- **Chapter 35 - Survivors and Dependents Educational Assistance (DEA)**
 - Eligible persons: Spouse or Dependent of a Disabled/ Deceased Veteran
-
- **Chapter 1606 - Military Reserve/Guardman**
 - Eligible service personnel: Reservist or Guardsmen *any service*.

Statement of Policy and Practice

In compliance with 38 USC 3679(e) as amended by the Veteran's Benefits and Transition Act of 2018, IU Southeast allows covered individuals to attend or participate in the course of education beginning when it is scheduled to start per the published Schedule of Classes, 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 Southeast 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 covered persons inability to meet their financial obligations to the university due to delayed disbursement of funds from the VA under Chapters 31 or 33.

The Writing Center

The Writing Center

Director: Leigh Ann Meyer
 Campus Office: KV 208
 Telephone: (812) 941-2498
 Email: iuswrite@ius.edu
<https://www.ius.edu/writing-center/>

The mission of The Writing Center is to help all IU Southeast students to become stronger, more confident writers. We offer students, faculty, and staff assistance in all areas of writing and during any stage of a writing project. We are staffed with trained consultants from across many disciplines and subjects ready to engage in one-on-one conversations about writing concerns and questions.

Check the web site for hours of availability and for information regarding many aspects of writing at IU Southeast, including writing resources, publishing, and competitions: <https://www.ius.edu/writingcenter>.

Our web site also contains many other helpful tools: Chat now (synchronous) option, or e-mail a question, podcasts with basic writing advice and writing in specific disciplines, videos about The Writing Center services, citation guidelines, additional online resource links, and an abundance of information about anything that has to do with writing at IU Southeast.

Appointments are not required, but having one will put you as a priority at your chosen time. We have four ways to

help you: Walk in for help, schedule a F2f, tutoring, or an online appointment at IUS.MYCOURSEONLINE.

To register for a Writing Center account or make an appointment, visit <http://www.ius.mycourseonline.com>

- You can also register and make appointments from our IU Southeast web site.
- You only have to create an account one time.
- Once you have an account, you are welcome to schedule appointments - although one is not required.
- Stop by Knobview 208 or call us if you have questions or just want to get to know your Center.

Come and talk about writing with us early and often each semester.

Office of Equity and Diversity

Office of Equity & Diversity

Director: Darlene P. Young
 Title IX Deputy Coordinator
 University Center South, Room 231
 Phone: (812) 941-2599

<https://www.ius.edu/diversity/>

The Office of Equity and Diversity is committed and works hard to ensure compliance with federal, state and local laws, and with University equal employment opportunity, affirmative action, and student welfare policies. Academic Affairs, Student Affairs, and the Office of Equity and Diversity work together to build a foundation for a diverse university community through educational opportunities, programming, and events that raise awareness and foster respect for human difference.

The Office of Equity and Diversity also develops and facilitates training in the following areas: Workplace Diversity, Relationship Building, Leadership Development, Performance Management, Mediation, and Grievance Support.

Our mission is to provide the campus with the means to:

- Create a campus culture that is free from discrimination and harassment through the promotion of fair and equitable treatment for students, faculty and staff.
- Increase and retain diverse campus community members.
- Raise awareness of diversity through education, training, community outreach, and good faith hiring strategies.
- Provide consultation as an information resource and clearinghouse on campus equity, diversity and safety issues.

Courses

AFRO-A 249 African American Autobiography (3 cr.)
 A survey of autobiographies written by black Americans in the last two centuries.

AFRO-A 379 Early Black American Writing (3 cr.)
 An exploration of African American literature from its beginnings until the mid-to-late 1800's.

AFRO-A 380 Contemporary Black American Writing (3 cr.) Study of texts (autobiography, memoir, fiction, poetry, drama, essay) written/published by contemporary African American authors.

AFRO-A 480 The Black Novel (3 cr.) Study of the development of the African American novel from the Harlem Renaissance to the present.

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

AHLT-B 371 Human Resources Management in Health Care (3 cr.) Management of human resources in the health care system including human resource planning and staffing, training and development, performance appraisal, job design and analysis, and compensation.

AHLT-C 150 Body Structure and Function (3 cr.) Introduction to the basic structures and functions of the human body; fundamental anatomic terminology; relationships of clinical laboratory to diagnosis.

AHLT-M 101 INTRODUCTION TO HEALTH RECORDS (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

AHLT-M 102 Clinical Experience I (3 cr.) P: AHLT-M 109 with C or better. Lab fee required. This is an advanced healthcare documentation course that focuses on improving keyboarding and proofreading skills in the health care field with emphasis on production, speed, and accuracy. Course includes formatting, transcription of case studies, medical procedures in various specialties, operative reports and discharge summaries. This course is in the process of being changed to AHLT-M 394 (Healthcare Documentation Practicum).

AHLT-M 109 Medical Transcription Technology (3 cr.) P: AHLT-M 195 and ENG-W 131 with C or better. Lab fee required. This is a beginning medical word processing and healthcare documentation course that includes both lecture and laboratory components. Lecture will cover the career and certification of a medical documentation specialist, punctuation, grammar, proofreading skills, and the content and format of various medical reports. The laboratory portion will focus on transcribing medical reports and correspondence of different specialties, proofreading the work, and making necessary corrections to produce a legible document. This course is in the process of being changed to AHLT-M 393 (Healthcare Documentation).

AHLT-M 195 Medical Terminology (3 cr.) The purpose of this course is to further develop a student's understanding of the study of the language of medicine, including word construction, definitions, spelling, and abbreviations with application to other healthcare courses. Emphasis on abbreviations, analyzing, words based on

their root, prefix or suffix, as well as identifying common mistakes within medical terminology. This course is in the process of changing to AHLT-M 330 (Medical Terminology).

AHLT-M 330 Medical Terminology (3 cr.) This course is the study of the language of medicine, including word construction, definitions, spelling, and abbreviations. It provides a basic knowledge of anatomy and physiology, pathology, surgical procedures, laboratory and radiology procedures, and pharmacology. Greek and Latin prefixes, suffixes, word roots, and combining forms are presented. Emphasis is forming a foundation for a medical vocabulary including definition, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

AHLT-M 350 Med Science for Health Info I (3 cr.) P: One science course for majors (AHLT, ANAT, CHEM, BIOL, MATH, or PHYS). This course will provide an introduction to pharmacology, the study of drugs. This course will introduce students to the most common drug classes and how these drugs are used in the treatment of disease. In particular, this course will focus on the mechanism of action of many drug classes, and aid students in the understanding of both the intended effects and the side effects of these drug classes.

AHLT-M 390 Coding I (3 cr.) P: AHLT-M 330 with a grade of C or better. Provides instruction in coding of diagnoses, diseases, signs, and symptoms, procedures and services provided in office, inpatient hospital, outpatient hospital, nursing facilities, laboratories, radiology/diagnostic imaging. Provides an overview of medical insurance programs and the skills needed to assign and link ICD-9-CM/ICD-10-CM, CPT, and HCPCS codes in correct format to submit to an insurance carrier for reimbursement for medical necessity.

AHLT-M 391 Coding II (3 cr.) P: AHLT-M 390 with grade of C or better. This is advanced instruction to include lecture and practice application in the assignment of CPT, ICD-9-CM/ICD-10-CM, and HCPCS codes as introduced in basic medical coding. Emphasis on correct code assignment and sequencing of codes to provide medical necessity for reimbursement by third party payers for services and procedures provided in a physician office, hospital, nursing facilities, laboratories, and radiology/diagnostic imaging. This course will include additional instruction in the coding of anesthesia services, extensive modifier placement, and the ability to abstract information from the medical record to select accurate codes for submission to a third party payer.

AHLT-M 392 Intro to HIM & Reimbursement (3 cr.) P: AHLT-M 330 and AHLT-M 390 with a C or better. Introduction of Health Information Management principles and policies, medical records, standards, regulations, licensure, and content. Overview of medical insurance programs, including Medicare, Medicaid, Tricare, group health plans, and Workers Compensation reimbursement methodologies related to third party payers. Overview of release of information principles, privacy, and security standards as outlined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

AHLT-M 393 Healthcare Documentatioon (3 cr.) P: AHLT-M 393 with a grade of a C or better. This is a beginning medical word processing and transcription course that includes both lecture and laboratory

components. Lecture covers the career and certification of a medical transcriptionist; punctuation, grammar, and sentence structure. Introduction to the content and format of various medical reports transcribed in any health care facility, including all medical specialties.

Practice will include proofreading skills and making necessary corrections to produce a legible and legal medical document. Introduction to the electronic medical record, HIPAA, and the confidentiality and security of the patient information.

AHLT-M 394 Healthcare Documentation Practicum (3 cr.) P: AHLT-M393 with a grade of a C or better. Advanced medical transcription focusing on improving beginning skills to meet the demands of the workplace with emphasis on production, speed, and accuracy to produce a legal medical document. Skills include legalities of the medical record, documentation requirements defined by the Health Insurance Portability and Accountability Act (HIPAA) as related to security, privacy, and confidentiality. Students will experience the diversity of the Health Information Management department of any healthcare facility to recognize the various functions within that department and how they relate to each other.

AHLT-M 395 Introduction to ICD-10-CM Diagnostic Coding (3 cr.) P: AHLT-M 391 or equivalent with a grade of C or better, or instructor approval. This course focuses on the revised structure and format in the transition from ICD-9-CM to ICD-10-CM. Review of guidelines and coding concepts with emphasis on correct code assignment and sequencing of codes to provide medical necessity for reimbursement for services and procedures in all healthcare facilities.

AHLT-R 100 ORIENTATION TO RAD TECHNOLOGY (3 cr.) Introduction to the field of radiology and its history. Students learn proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel.

AHLT-R 185 MEDICAL TERMINOLOGY (3 cr.) This course covers medical terminology, symbols, and abbreviations and the application of this new language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes.

AHLT-R 200 Pathology (3 cr.) P: AHLT-C 150 or ANAT-A 215, or instructor approval. A survey of the changes that occur in the human body to include general concepts of disease, cause of diseases, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 202 PRINCIPLES OF RADIOGRAPHY 2 (3 cr.) Continuation of R102 with emphasis on the properties that affect the quality of the radiographic image.

AHLT-R 250 PHYSICS APPLIED TO RADIOLOGY (3 cr.) Fundamentals of radiation physics, X-ray generation, and equipment quality control.

AHLT-R 102 PRINCIPLES OF RADIOGRAPHY 1 (3 cr.) Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

AHSC-C 415 Health Assessment, Education and Promotion (6 cr.)

This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

AHSC-H 301 Healthcare Delivery and Leadership (6 cr.) This is an introductory course for all Applied Health Science students. It contains concepts and basics for other Applied Health Science program courses. 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.

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.

AHSC-H 320 Consumer Health (3 cr.) Students are introduced to the ways consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

AHSC-H 330 Intercultural Health Communication (6 cr.) This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. This course is designed to increase students understanding of the growing interdependence of nations and peoples and to develop students' ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

AHSC-H 340 Research in the Health Sciences (3 cr.) This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

AHSC-H 360 POP HEALTH, EPI, AND BIOSTATS (3 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts

of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 INFORMATICS (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.

ANAT-A 215 Basic Human Anatomy (5 cr.) Lab fee required. Structure of cells, tissues, organs, and systems and their relationship to function. The course will cover each of the organ systems at both the gross and histological levels.

ANAT-A 464 Human Tissue Biology (5 cr.) P: BIOL-L 317 with grade of C or better. Microscopic structure of mammalian (with emphasis on human) tissues and organs.

ANAT-A 465 Advanced Regional Anatomy (6-12 cr.) A 6 credit hour course structured in the same format as a graduate or medical school anatomy course, and directed to upper level majors. Specifically, undergraduate anatomy is typically taught in a systems format; whereas, graduate and medical school anatomy curriculum is structured by regions; i.e. head and neck, thoracic, limb, etc. The curriculum will be designed by body regions and clinical information will be introduced throughout the course. The upper level anatomy course will provide new program development in support of the Bachelor of Science in HIA and HIM, in addition to supporting new curriculum reform by offering an upper level online course for allied health, biology and chemistry pre-professional majors.

ANAT-M 100 Improving Learning Skills in Anatomy (1-3 cr.) C: ANAT-A 215. This course examines the skills that can improve student learning in ANAT-A 215 (Basic Human Anatomy). A variety of study methods and skills will be explored and utilized to increase the understanding of topics in human anatomy. Coverage of course topics will occur concurrently in M100 and A215. Readings and lectures will be supplemented by whole-class and small-group discussions and by written assignments.

ANTH-A 103 Human Origins and Prehistory (3 cr.) Man, his biological evolution, and his archaeological history through Stone and Metal Ages.

ANTH-A 105 Human Origins and Prehistory (3 cr.) Human biological evolution and prehistory from the earliest archaeological record through the rise of civilization. Credit given for only one of the following: ANTH-A 102, ANTH-A 105, or ANTH-A 303.

ANTH-A 303 Evolution and Prehistory (3 cr.) Introductory course for more advanced students. Man's

place in nature, emergence of man and contemporary races, development of culture from Paleolithic onward, problems arising from interaction of biological and cultural phenomena.

ANTH-A 304 SOCIAL & CULTURAL BEHAVIOR (3 cr.)

ANTH-A 400 UNDERGRADUATE SEMINAR IN ANTH (3 cr.) Seminar in various anthropology topics that are not covered by other anthropology courses, excluding ethnography and ethnology.

ANTH-E 105 Culture and Society (3 cr.) Introduction to the comparative study of contemporary human cultures and social processes that influence behavior. Not sequential with ANTH-A 105.

ANTH-E 310 INTRO TO CULTURES OF AFRICA (3 cr.) Ethnographic survey of culture areas south of the Sahara.

ANTH-E 320 Indians of North America (3 cr.) P: ANTH-A 104. Ethnographic survey of cultural areas from the Arctic to Panama, plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

ANTH-E 330 INDIANS OF SOUTH AMERICA (3 cr.) The cultural development and contemporary life of aboriginal societies in the tropical and marginal areas of the continent. Ethnic relationships and characteristics of major cultural groups are examined through detailed study of representative tribal units.

ANTH-E 335 ANCIENT CIVIL OF MESOAMERICA (3 cr.) 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.

ANTH-P 200 Introduction to Prehistoric Archaeology (3 cr.) Introduction to archaeology and world prehistory. Concentrates on the history, methods, and theory of American anthropological archaeology and is designed to answer some of the basic questions that many people have about world prehistory.

ANTH-P 361 Prehistory of the Midwestern U.S. (3 cr.) Survey of the prehistory of midcontinental North America, beginning with humans' entry into the New World and concluding with the European invasion. Covering the major cultural periods defined for Eastern Woodlands prehistory--Paleo-Indian, Archaic, Woodland, and Mississippian--as well as the sociocultural attributes by which each is defined.

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, Earth as a planet, moons, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

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 distribution, Milky Way system, expanding universe, cosmic time scale.

AST-A 110 INTRODUCTION TO ASTRONOMY (3 cr.) Earth as a planet, satellites, and comets, the sun,

properties of stars, stellar systems, extragalactic objects. The nature of the observable universe.

AST-A 130 Short Courses in Astronomy (1 cr.)

P: Instructor permission required. Short courses on a variety of topics in astronomy.

AST-A 150 Introductory Astronomy Lab (1 cr.)

C: AST-A 100 or AST-A 105 or instructor permission. The observation of selected celestial objects using astronomical binoculars and telescopes. Astronomical data will be gathered and plotted by the student using auxiliary equipment installed on the telescopes.

AST-A 151 Introductory Astronomy Research Lab (2 cr.)

C: AST-A 100 or AST-A 105 and instructor permission. Research projects include gathering and measuring data obtained from planets, variable stars, and deep-sky objects. Measurements made using optical telescopes, cameras, photoelectric photometer, charge-coupled device, and radio telescope. Also, simple problem-solving exercises in stellar and planetary astronomy.

AST-A 200 Introduction to Cosmology (3 cr.)

P: PHYS-P 100 or consent of instructor; AST-A 100 or AST-A 105 and MATH-M 102 are recommended. Historical and philosophical development of our physical picture of the Universe, evolution of galaxies, origin on the elements, cosmic distance scale, development of large scale structure, and the earliest stages of the Big Bang.

BIOL-E 111 Basic Biology by Examination I (3 cr.)

Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of BIOL-L 101.

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 in BIOL-L 102.

BIOL-K 312 Immunology (3 cr.) P: BIOL-L 101, BIOL-L 102, & CHEM-C 101, CHEM-C 102, CHEM-C 105, or CHEM-C 106, all with grades of C or better. An examination of molecular and cellular immunology, abnormal immune responses, and immunology reactions used in diagnosis.

BIOL-K 313 Immunology Laboratory (2 cr.)

C: BIOL-K 312. Experimental examination of the immune response. Use of the antigen-antibody reaction for diagnostic purposes.

BIOL-K 322 GENETICS & MOLECULAR BIOLOGY

(3 cr.) The course will cover the principles of classical and molecular genetics including Mendelian inheritance, linkage, nucleic acids, gene expression, recombinant DNA, genomics, immunogenetics, and regulation.

BIOL-K 323 GENETICS & MOLEC BIOLOGY LAB (3 cr.)

Applied principles of genetics and molecular biology using organisms of increasing complexity from viruses to fruit fly. Laboratory experiments include linkage analyses, deletion mapping, isolation of human chromosomes, mutagenesis, DNA extraction, restriction enzyme analysis, and PCR.

BIOL-L 100 Humans and the Biological World (3 or 5 cr.) Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special

reference to human beings. Lecture or lecture and laboratory. Will not count toward a biology degree. Credit not given for both BIOL-L 100 and BIOL-L 101.

BIOL-L 101 Introduction to Biological Sciences I (5 cr.)

One year of high school chemistry or one semester of college chemistry is recommended. Fundamental principles of biology for students considering a biology major or students with high school science background. Principles of biochemistry, cell biology, genetics, developmental biology, animal morphology, and physiology. Lecture and laboratory. Credit not given for both BIOL-L 101 and BIOL-L 100.

BIOL-L 102 Introduction to Biological Sciences II

(5 cr.) One year of high school chemistry or one semester of college chemistry is recommended. Fundamental principles of biology for students considering a biology major or students with high school science background. Principles of evolution, systematics, diversity and ecology, and plant biology. Lecture and laboratory.

BIOL-L 110 Insects: The Alien Empire (3 cr.)

The course examines relationships between humans and the most successful multi-celled organisms on earth - the insects. Understanding the philosophy of science and biological concepts using insects as model organisms is emphasized. The negative and positive impact of insects on the human condition is explored in an historical and contemporary context. The course examines how insect transmitted pathogens have influenced human history and how changes in technology have affected our food supply and the direction of research aimed at developing alternative control measures, including genetically modified crops. Other topics include the past and potential use of insects as weapons of war and how insects have influenced human art, religion, and entertainment. Will not count toward a biology degree.

BIOL-L 111 Foundations of Biology: Diversity, Evolution, and Ecology (3 cr.)

For biology and other science majors. Preference will be given to freshmen and sophomores. Focus is on the processes of evolution leading to organismal diversity and adaptation, as well as basic ecological concepts.

BIOL-L 112 Foundations of Biology: Biological

Mechanisms (3-4 cr.) Integrated picture of manner in which organisms at diverse levels of organization meet problems in maintaining and propagating life.

BIOL-L 113 Biology Laboratory (3 cr.)

P: Introductory Biology course and permission. Laboratory experiments in various aspects of biology with focus on investigation logic and methods. Introduces aspects of cell-biology, genetics, and evolutionary biology.

BIOL-L 200 Environmental Biology and Conservation

(3 cr.) P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. Study of flora and fauna of Indiana through laboratory and fieldwork. Emphasis on identification, classification, life histories, and habitats of organisms and their conservation as renewable resources.

BIOL-L 211 Molecular Biology (3 cr.)

P: BIOL-L 101, BIOL-L102, and CHEM-C 101, CHEM-C 102, CHEM-C 105, or CHEM-C 106, all with grades of C or better. Structure and function of DNA and RNA. DNA replication,

mechanisms of mutation, repair, recombination, and transposition. Mechanisms and regulation of gene expression. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA.

BIOL-L 303 Field Biology (3 cr.) P: One semester of biology and department consent. A summer or intensive course designed to acquaint the student with natural biological interactions in the environment. The course consists of a period of field study in an area remote from the local campus. Orientation before and following course.

BIOL-L 304 Marine Biology (3 cr.) P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. An introductory course for majors and nonmajors involving the study of principles, concepts, and techniques of marine and estuarine biology.

BIOL-L 311 Genetics (3 cr.) P: BIOL-L 211 with C or better. C: BIOL-L 319. Lecture course on the principles of heredity at the molecular, cellular, individual, and population levels.

BIOL-L 312 Cell Biology (3 cr.) P: BIOL-L 211 with 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.

BIOL-L 313 Cell Biology Laboratory (3 cr.) P: BIOL-L 312 with C or better. C: BIOL-L 312. Theory and techniques of experimental cell physiology. Current techniques will be stressed.

BIOL-L 317 Developmental Biology (3 cr.) P: BIOL-L 101, BIOL-L 102 with C or better. C: BIOL-Z 318. 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.

BIOL-L 318 Evolution (5 cr.) P: BIOL-L 211, BIOL-L 311 with grade of C or better. Provides an explanation 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 for inferring evolutionary relationships among organisms.

BIOL-L 319 Genetics Laboratory (3 cr.) P: BIOL-L 211 with C or better. C: BIOL-L 311. Experimentation demonstrating fundamental genetics mechanisms.

BIOL-L 321 HUMAN IMMUNOLOGY (3 cr.) Introductory course exploring the basic components and function of the immune system, stressing mechanisms that protect humans against pathogens and also how its dysfunction can lead to autoimmune disease, allergy, and cancer.

BIOL-L 323 Molecular Biology Laboratory (3 cr.) P: BIOL-L 211. 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.

BIOL-L 341 Natural History of Coral Reefs (3 cr.) P: 100-level biology course. Introduction to principles of

biology, ecology, and geology as applied to coral reef ecosystems.

BIOL-L 343 Applied Conservation Biology (5 cr.)

P: BIOL-L 211 with C or better. A course focusing on biodiversity loss and recovery. Lectures introduce concepts such as extinction, climate change, population declines, landscape changes, invasive species, management, and socio-politics of conservation. The applied component is demonstrated by seminars and research experiments that explore current conservation concepts.

BIOL-L 346 Survey of Molecular Developmental Biology (5-6 cr.)

P: BIOL-L 101, BIOL-L 102 with a C or better. Throughout this course, the emphasis returns again and again to the modern molecular understanding of development and how this underlies development in all groups of living organisms. While classical aspects of development which can be observed with the naked eye and the dissecting microscope will, of course, be covered, providing students with a clear molecular perspective across all three Domains of life comes first. This understanding includes concepts like that of the developmental toolkit which so clearly demonstrates the universality of the molecular mechanisms which direct molecular biology in all organisms. The developmental biology lectures acquaint students with the development of various types of organisms from protists through the most advanced plants and animals. The class examines the diversity of developmental programs from perspectives including gross anatomy and molecular controls, with an introduction to the scientific literature of Developmental Biology. The laboratory complements the lecture by providing the student with concrete examples of the principles presented in those lectures, including longitudinal study of the development of several organisms.

BIOL-L 369 HEREDITY EVOLUTION & SOCIETY (3 cr.)

BIOL-L 371 Animal Nutrition (3 cr.) The course "Animal Nutrition" will cover basic facts about animal nutrition. The course material will include classification and function of nutrients, symptoms of nutrient deficiency, digestive processes, anatomy and physiology of various animal digestive systems and characterization of various global and local feed stuffs and formulation of diets for domestic animals. The principles will apply to all mammalian and bird species, with an emphasis on cattle and various domestic animals. Animal feeds and their use throughout the world will be discussed with an emphasis on feeds most commonly used in this country.

BIOL-L 376 Biology of Birds (4 cr.) P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. Avian systematics, distribution, evolution, ecology, and behavior. Emphasis on identification, communication, and reproductive behavior. Field trips will concentrate on interpretation of behavior and research methods.

BIOL-L 391 Special Topics in Biology (1-3 cr.) Study and analysis of selected biological issues and problems. Topics vary from semester to semester.

BIOL-L 403 Biology Seminar (1 cr.) P: Senior standing and 30 credits of upper level biology courses. Individual presentation of topics of current importance.

BIOL-L 465 Advanced Field Biology (3 cr.)
C: Recommended: BIOL-L 473 or equivalent and consent of instructor. Lectures and two to three weeks of fieldwork on various problems of ecosystem structure.

BIOL-L 473 Ecology (3 cr.) P: BIOL-L 211 with C or better. C: BIOL-L 474. Distribution and abundance of animals and plants; interactions of organism and environment at levels of individual, population, and community from functional point of view.

BIOL-L 474 Laboratory in Ecology (2 cr.) P: BIOL-L 473 with C or better. C: BIOL-L 473. Introduction to research in ecology. Field and laboratory techniques in study of distribution and abundance of organisms.

BIOL-L 476 REGIONAL ECOLOGY (3 cr.) Selective trips to specific ecological areas to study both the flora and fauna of a biome.

BIOL-L 490 Individual Study (1-12 cr.) P: Written consent of biology faculty member.

BIOL-L 499 Internship in Biology Instruction (3 cr.)
P: Consent of Instructor. An internship for biology majors desiring college teaching experience. Students will be provided training in lecture-laboratory presentations. Each student will present lectures and laboratories that will be videotaped for subsequent analysis and follow-up suggestions for improvement.

BIOL-L 501 Independent Study Rotations (1-6 cr.)
L501 is used for Biology students who are conducting Independent Study during lab rotations in the GCDB or EEB Graduate Programs. Each credit should correspond to 3-4 hours of formal coursework.

BIOL-L 563 Topic in Life Science (1-6 cr.) A graduate level life sciences topic course. Specific topics vary from semester to semester.

BIOL-L 564 Topic Life Science Techniques Variable Topic Title (1-4 cr.) A graduate level life science laboratory or field techniques course. Specific topics vary from semester to semester.

BIOL-L 579 Community Ecology (3 cr.) Survey of ecological and evolutionary topics between population and ecosystem levels. Review of scientific truth, levels of selection and speciation. Major emphasis on interactions among populations (consumer-producer, competition, symbiosis, etc.) and community analysis (island biogeography, niche, diversity, and community structure).

BIOL-M 215 MICROORGANISM LABORATORY (3 cr.)
Introduction to basic techniques and procedures of microbiology laboratories. Emphasis on aspects deemed useful to nursing students. Growth and transfer of live microorganisms, aseptic techniques, and the staining and identification of bacteria. Audiotutorial format.

BIOL-M 485 MICR MOL GENETICS LAB (3 cr.) Provides insight into how science is conducted in a modern research lab. Conduct hypothesis driven molecular and genetic experiments using an attenuated medically relevant bacterial pathogen. Techniques / skills: DNA

isolation, PCR, recombinant DNA techniques, gel electrophoresis, transposon mutagenesis, transformation, and quantitative bacterial culture.

BIOL-N 251 INTRODUCTION TO MICROBIOLOGY (3 cr.) The isolation, growth, structure, functioning, heredity, identification, classification, and ecology of microorganisms, their role in nature and significance to humans.

BIOL-T 575 Molecular Biology (3 cr.) This course will cover the following: the structure and function of DNA and RNA; the structure, function and regulation of proteins; DNA replication, mechanisms of mutation, repair, recombination, and transposition; mechanisms and regulation of gene expression; the genetic code, transcription, and translation; bacteriophages, plasmids, and the technology of recombinant DNA.

BIOL-Z 317 DEVELOPMENTAL BIOLOGY (3 cr.)

BIOL-Z 318 Developmental Biology Lab (2 cr.) P: BIOL-L 101 and BIOL-L 102 with a C or better. C: BIOL-L 317 A laboratory course about developing organisms, with special emphasis on embryology and organogenesis.

BIOL-Z 373 ENTOMOLOGY (3 cr.) Biology of insects with emphasis on evolution, distribution, behavior and structure.

BUS-A 200 Foundations of Accounting (3 cr.) Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration.

BUS-A 201 Introduction to Financial Accounting (3 cr.)
P: 12 credit hours, a GPA of 2.0 or higher and completion of MATH-M 102, MATH-M 117, or higher. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of management accounting, budgeting, cost determination and analysis.

BUS-A 301 Accounting: An Information System (3 cr.)
P: BUS-A 201 and BUS-K 201. This course reviews the accounting cycle, using a business transaction cycle approach, to understand accounting as a data entry and information processing system. Emphasis on: Data Flow, Internal Control, Audit Trail, Financial Statement Relationships, and Special Reports.

BUS-A 310 Management Decisions and Financial Reporting (3 cr.) P: BUS-A 202. Provides students with a thorough understanding of the theoretical foundations underlying financial reporting, the rules used by accountants to measure the effects of business decisions and to report the effects to external parties, the use of judgment in financial reporting, and the transformation of cash flow decisions into accrual-based and cash-based financial statements. Students are expected to develop technical, analytical, and interpretive skills related to economic transactions and accrual-based and cash-based financial statements. Accounting students should take A311 and A312 to satisfy accounting concentration requirements. Credit not given for both A310 and A311.

BUS-A 311 Intermediate Accounting I (3 cr.) P: BUS-A 202. P or C: BUS-A 301. Theory of asset valuation and

income measurement. Principles underlying published financial statements.

BUS-A 312 Intermediate Accounting II (3 cr.) P: BUS-A311. Application of intermediate accounting theory to problems of accounting for economic activities.

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

BUS-A 328 Taxation of Individuals (3 cr.) P: BUS-A 202. Internal Revenue Code and Regulations. Emphasis on income, exclusions from income, deductions, and credits. Use of tax forms in practical problem situations.

BUS-A 337 ACCOUNTING INFORMATION SYSTEMS (3 cr.) The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls.

BUS-A 339 Advanced Taxation (3 cr.) P: BUS-A 328. Internal Revenue Code and Regulations; formation and liquidation of corporations, partnerships, estates, and trusts.

BUS-A 411 Accounting Information Systems (3 cr.) Design of the accounting system and subsystems as collectors and processors of data to implement effective planning and control for a variety of decision making problems. Emphasis on practical applications accomplished through microcomputer integration.

BUS-A 413 Governmental and Not-for-Profit Accounting (3 cr.) P: BUS-A 311. Financial management and accounting for nonprofit seeking entities; state, municipal, and federal governments; schools, hospitals, and philanthropic entities. Includes study of GAAP for these entities promulgated by the FASB and GASB.

BUS-A 414 Financial Statement Analysis and Interpretation (3 cr.) P: BUS-A 310 or BUS-A 311. Provides a broad framework for using financial statements to evaluate a firm's operating strategies, gain insights into performance, and predict future conditions. Topics include: ratios analysis, common size/vertical/trend analysis; competitive and industry norms; profitability and cash flow analysis; credit risks; earnings quality; and pro-forma forecasting.

BUS-A 422 ADV FINANCIAL ACCOUNTING I (3 cr.) Generally accepted accounting principles as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis is given to consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: BUS-A 311. Provides an understanding of the audit environment and public expectations for an audit, risk analysis in conducting the audit, internal control, and the quality control procedures of public accounting organizations. Includes coverage of the code of professional conduct, the legal liabilities of

CPAs, the auditing and attestation standards, statistical sampling in auditing, audit of operation cycles in a computerized environment, and the auditor's report.

BUS-A 437 ADVANCED MANAGEMENT ACCOUNTING (3 cr.) Strategic cost management practices including activity-based management, activity-based budgeting and activity-based costing, target costing, theory of constraints, quality costs, the cost of capacity, the balanced scorecard, and performance measures for automated factories. Learn enhanced problem solving skills and tools, increased critical thinking skills, and improved presentation and speaking skills.

BUS-A 490 Independent Study in Accounting (1-3 cr.) Students choose one of two options in completing this course: (1) Supervised individual study and research work. Students will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Development Center; provides work experience in cooperating firms or agencies. Reporting requirements will be established by instructor. Pass/Fail grade only for internships.

BUS-C 104 Business Presentations (3 cr.) Students are introduced to oral communication in business contexts. The course focus is on theory-based skill development that will enable students to deliver audience-centered messages, work in teams, and analyze and develop oral arguments.

BUS-D 300 International Business Administration (3 cr.) P: ECON-E 200 and junior standing. Foreign environment for overseas operations; U.S. government policies and programs for international business; international economic policies; and management decisions and their implementation in international marketing, management, and finance.

BUS-D 301 International Business Environment (3 cr.) The objective of this course is to familiarize students with the environment in which international companies operate. Thus, participants should acquire awareness of, and an appreciation for, the diversity and complexity of the international environment. More specifically, the successful completion of this course should enable them to understand and analyze environmental problems which challenge management. Additional objectives of the course include: to explain how the international business environment affects us as citizens, consumers, and workers; to describe trade, investment, and financial links among countries; and to help interpret contemporary events from the perspective of international business. While the emphasis of the course is on analysis, students will acquaint themselves with the special terms, concepts, and institutions encountered in international business.

BUS-D 490 Independent Study in International Business (1-6 cr.) P: Consent of instructor. Students choose two options in completing this course: a supervised internship experience (application filed through Career Development Center) or individual study or research work. Reporting requirements will be established by the instructor. S/F grades only for internships.

BUSE-A 500 Speaking the Language of Business (3 cr.) This course provides an overview of labor relations. It focuses on unions and their role in labor-

management relations. Students review U.S. labor history and worldwide labor economics, union governance, and legal regulatory environments. Students will examine the purpose, structure, function, and governance of unions in the United States.

BUSE-A 505 Strategic Cost Management (3 cr.)

Discussion of the development and use of accounting information for managerial control and decision making. Account methods for cost accumulation and allocation, standard costing, budgeting, inventory valuations, performance measurement, cost-volume-profit relationships, special decisions, current developments in managerial accounting, and other topics will be discussed.

BUSE-A 506 Strategic Cost Management (3 cr.)

Discussion of the development and use of accounting information for managerial control and decision making. Account methods for cost accumulation and allocation, standard costing, budgeting, inventory valuations, performance measurement, cost-volume-profit relationships, special decisions, current developments in managerial accounting, and other topics will be discussed.

BUSE-A 507 Modeling and Simulation (3 cr.)

Introduces a variety of mathematical modeling and simulation techniques that can be applied in spreadsheet models to assist in the decision analysis process. Topics are integrated into all functional areas of business.

BUSE-A 508 Organizational Behavior and Leadership (3 cr.)

A theory-based study of leadership phenomena and organizational behavior. Emphasis on the practical application of these concepts to organizational settings.

BUSE-B 511 Business Communications (3 cr.)

Designed to improve effective communication as a manager. Analysis and application of communication strategy, oral presentation skills, listening skills, writing skills, corporation communication strategy, and communication with the media.

BUSE-B 513 International Environmental Analysis (2 cr.)

A survey of the external environmental variables that affect business operations domestically and internationally. Provides a framework for analyzing and anticipating changes in the environment; considers the impact of competition, economics and financial systems, cultures and technology on business operations.

BUSE-B 516 The Legal and Ethical Environment of Business (3 cr.)

This course examines legal and ethical issues a manager must consider when making business decision. Provides an overview of law pertaining to business, international and regulatory topics, and models for review and resolution of ethical issues in business. Critical thinking and legal research skills are introduced and developed.

BUSE-B 517 Operations and Supply Chain Management (2 cr.)

Study of the processes directly related to the creation and distribution of goods and services. With globalization becoming commonplace, these operations are taking place outside the boundaries of a traditional enterprise. This course teaches students how to understand and analyze processes, ensure quality, create value, and manage the flow of products, services and information across a network of customers, enterprises and supply chain partners.

BUSE-C 521 Marketing Management (3 cr.) Marketing decision making in a problem solving setting. Emphasizes the firms decision making procedures in planning, product development, pricing, promotion and distribution. Topics include competitive analysis, opportunity analysis, profitability and productivity analysis, market measurement, strategy, and the role of marketing research and information systems. Extensive use of readings and cases.

BUSE-C 522 Financial Management (3 cr.)

A study of the theory and practice of corporate finance. Areas studied include organizing capital expenditure, planning divided policy and capital structure strategies, making short term financial decisions, mergers, pension plans, and international aspect of corporate finance.

BUSE-C 523 Systems Decision Theory and Applications (3 cr.)

An integrative or holistic approach to identifying organizational problems and the development and implementation of possible solutions. Because most courses are primarily concerned with analytical approaches to business decision making, this course focuses on the processes that link the parts together.

BUSE-D 530 Business Policy and Strategy (3 cr.)

As the capstone course in the M.B.A. program, this course assists in developing skills for analysis and decision-making that integrate the functional skills and concepts acquired during the M.B.A. program. It is geared to challenge the students ingenuity, their ability to work individually, and develop interpersonal skills by working in teams.

BUSE-E 548 Organizations and Organizational Change Management (3 cr.)

BUSE-E 549 INDUSTRIAL LABOR RELATIONS (3 cr.)

This course provides an overview of labor relations. It focuses on unions and their role in labor-management relations. Students review U.S. labor history and worldwide labor economics, union governance, and legal regulatory environments. Students will examine the purpose, structure, function, and governance of unions in the United States.

BUSE-E 551 Managerial Forecasting (3 cr.)

This course covers a number of techniques for using underlying patterns and relationships in historical data to project the data into the future. These techniques include smoothing methods, regression analysis, time series decomposition and Box-Jenkins methodology. Extensive use is made of computer programs to aid in data analysis and the calculation of the forecasts.

BUSE-E 552 Negotiation (3 cr.)

An introduction to frameworks, processes, strategies and tactics of negotiation. Conceptual and experiential learning are integrated to provide students with a toolkit of negotiation skills applicable in a variety of negotiation settings commonly faced by managers. We will emphasize skill development through role playing and cases.

BUSE-E 553 Consumer Behavior (3 cr.)

To provide an interdisciplinary approach to understanding consumer buying behavior. Emphasis is made on the individual and social processes which influence the consumer in the marketplace.

BUSE-E 554 Human Resource Management (3 cr.)

This course deals with major topic areas within the field of human resource management. It is a survey of principal theoretical, legal, and applied concerns that influence both public and private sector employers. Special attention is given to applications of timely interest to private employers.

BUSE-E 556 Labor Economics (3 cr.) Economic problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental policies affecting labor relations.

BUSE-E 557 Investment Management (3 cr.) The purpose of this course is to introduce the student to the beauty, logic, and potential of modern portfolio management. Emphasis is on portfolio construction and management, rather than security selection.

BUSE-E 560 Venture Growth Management (3 cr.) Designed for M.B.A.s' interested in managing a new or rapidly growing business. Analysis and discussion of the skills, processes, and functions required and of the transitions of the growing business. Alternate sources of capital and conditions of utilization examined. Growth strategies for various stages of growth examined.

BUSE-E 567 Portfolio Management and Investment Analysis (3 cr.) This course introduces students to the basics of portfolio management and investment analysis.

Students will be exposed to the theoretical and practical components of investment analysis for the purpose of security selection and portfolio management. Topics include developing investor policy statements, security valuation, portfolio allocation, risk measurement, and investment ethics.

BUSE-E 577 Financial Statement Analysis - A Case Based Approach (3 cr.) Develops the conceptual and practical skills needed for in-depth company analysis and honing of critical thinking skills useful in understanding financial reporting concepts and analyzing financial statements. Combines a text that develops financial statement analysis concepts with a text covering cases specific to particular aspects of financial reporting and analysis.

BUSE-E 578 Business and Economics Applications of Geographical Information Systems (3 cr.) The use of Geographical Information Systems (GIS) has become a standard feature among government and corporate agencies either for resource management or planning.

In the corporate world, GIS is heavily used in locating businesses or retail outlets, food industries, transportation network and etc. In this course, students will be exposed to various applications of GIS with a primary focus on business and economic issues. This course does not cover GIS programming and development of application programs.

BUSE-E 580 Community Service in Business (0 cr.) All MBA students must complete a community service project to graduate. This involves donating a minimum of 20 hours to an approved community project (like volunteering for Big Brothers/Big Sisters; providing tax assistance for the elderly; participating in a United Way agency) and a written report to the MBA office.

BUSE-E 588 Project Management (3 cr.) This course will introduce you to the full range of project management problems, solution methods and decision processes. Topics may include: project selection, project organizational structures, project planning, scheduling, and budgeting, negotiation, project monitoring and control, project auditing and termination, and resource constrained project scheduling.

BUSE-E 590 Independent Study (1-3 cr.) Research, analysis, and discussion of current business-related issues for academic credit.

BUSE-E 592 E-Business (3 cr.) The transition to an information-based service economy is reality. This transition, fueled by internet-based technology, is having a significant impact on how business is conducted and how businesses are structured. This course will examine the impact and potential of web-based technology on business principles and practices.

BUSE-E 594 Business Analysis and Valuation (3 cr.) Use of financial statement data to: analyze business strategy; assess accounting policies and estimates for analysis and valuation purposes; evaluate financial performance utilizing financial ratio and cash flow measures; and forecast a firm's future to estimate a firm's value. Resulting information is used in a variety of decision-making contexts.

BUSE-E 595 Advanced Corporate Finance (3 cr.) P: Director Permission: Typically taken in last year of program completion.

BUSE-E 596 Intermediate Accounting II (3 cr.) This course provides a more detailed examination of U.S. financial reporting topics, with an introduction to International Financial Reporting Standards. Topics include reporting for liabilities, stock holders' equity, financial reporting of taxes and leases, error reporting, and full disclosure in financial reporting.

BUSE-F 501 Foundations in Accounting (3 cr.) An introduction and overview of financial and managerial accounting concepts.

BUSE-F 502 Foundations in Finance (3 cr.) An introduction of basic financial concepts from the business managers perspective, including use of financial statements, discounted cash flow analysis and valuation, and capital budgeting.

BUSE-F 503 Foundations in Economics (3 cr.) An introduction and overview of both microeconomics and macroeconomics.

BUSE-F 504 Foundations in Marketing (2 cr.) Basic concepts and principles in Marketing, including strategic elements in Marketing and the Marketing mix.

BUSE-F 505 Foundations in Quantitative Tools (3 cr.) An introduction to and overview of basic quantitative literacy and statistical methods.

BUSE-F 506 Foundations in Management (2 cr.) Foundational level of discussion of topics relevant to management and organizations.

BUSE-G 533 Auditing (3 cr.) In-depth study of the process of auditing, attestation, and assurance services in an advanced technological environment. Includes

coverage of auditing and attestation standards, the code of professional conduct, auditor's legal responsibilities, fraud auditing, and the emerging issues of global auditing.

BUSE-H 542 Advanced Financial Accounting (3 cr.)

This course addresses generally accepted accounting principles applied to business combinations, international transactions, segments and partnerships.

BUSE-H 546 Advanced Corporate Taxation (3 cr.)

The course will address advanced corporate taxation issues including corporate formation, mergers and acquisitions, liquidations. The course material also covers tax topics specific to corporations such as when to make the Corporate S election and the accumulated earnings tax.

BUSE-Z 506 MANAGING THE TEAM-BASED ORG (3 cr.)

This course introduces students to managerial practices and principles of effective team-based organizations. Students learn how to manage team-based organizations, designed to contribute to different types of performance objectives: cost reduction, quality improvement, new product development, mass customization, and process re-engineering. The basics of team management are covered as well.

BUS-F 151 Personal Finances of the College Student (1 cr.)

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

BUS-F 260 Personal Finance (3 cr.) Financial problems encountered in managing individual affairs; family budgeting, use of credit, insurance, home ownership, investing in securities, retirement and estate planning.

BUS-F 301 Financial Management (3 cr.) P: BUS-C 104, ECON-E 150 or ECON-E 201, BUS-A 202, and ENG-W 231, ENG-W 234 or ENG-W 290 all with C- or better. Pre-Business students cannot register for this course. Corporate finance emphasizing investment, dividend, and financing decisions. Topics include analysis of financial statements, risk and rates of return, discounted cash flow analysis, stock and bond valuation, capital budgeting, cost of capital, capital structure, dividend policy, short-term financial management.

BUS-F 302 Financial Decision (3 cr.) P: BUS-F 301 and ECON-E 270. Application of financial theory and techniques of analysis in the search for optimal solutions to financial management problems.

BUS-F 410 Financial Institutions & Markets (3 cr.)

P: BUS-F 301. This course looks at the intermediary roles played by the various types of financial institutions and markets. Besides understanding the differences between different institutions, such as commercial banks, credit unions, savings associations, and insurance companies, the course also covers issues related to the management and regulation of financial institutions, role of central banking, and the conduct of monetary policy. Although the primary emphasis is on the functions of financial institutions, different types of financial markets, such as mortgage, money, and capital markets, and related issues are also covered.

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

P: BUS-F 301 and ECON-E 200 or ECON-E 202. Individual investment policy and strategy, security analysis and portfolio management, investment performance, measurement tools, basic and derivative securities used in the investment process, survey of ethics in the investment profession, and experience in trading practices through simulation.

BUS-F 446 BANK & FINANCL INTERMEDIATION (3 cr.)

This course covers the broad area of financial intermediation. The main topics studies are (i) the economic role of financial intermediaries--with an emphasis on commercial banks; (ii) the management of financial intermediaries; (iii) the regulation of commercial banks and other financial institutions.

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

P: Consent of instructor. Students choose one of two options in completing this course: (1) Supervised individual study and research work. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Development Center; provides work experience in cooperating firms or agencies. Both options require written report. S/F grade only for internships.

BUS-F 494 International Finance. (3 cr.)

P: BUS-F 301. 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.

BUS-G 300 Introduction to Managerial Economics and Strategy (3 cr.)

Microeconomic analysis and its applications to business decision making. Includes topics of demand and consumer behavior, production and costs, theory of firms, and public policy toward business. Focuses on the applied aspects of microeconomics.

BUS-G 406 BUS ENTERPRISE & PUBLIC POLICY (3 cr.)

This course is about areas of government regulation that affect business, including Antitrust Laws, Consumer Protection, Natural Monopoly, the Politics of Regulation, and Pollution. A business's ability to deal with such regulations is often the single most important determination of its profitability.

BUS-H 411 Management of Long-Term Care Facilities (3 cr.)

This course covers the organization and management of long-term care facilities, with particular emphasis on skilled care nursing homes. Topics include community and client exchanges, the legal and regulatory environment, financing and reimbursement, clinical organization and processes of care delivery, and managing the organization.

BUS-J 401 Administrative Policy (3 cr.)

P: Graduating Senior, BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301 and BUS-Z 302. Administration of business organizations; strategy formulation, organization, methods, and executive control. Should be taken in final semester. Authorization required.

BUS-J 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.)

Consent of instructor. Written report required.

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

P: Either BUS-A 201 or ECON-E 150 or ECON-E 201. Introduction to the role of computers and other information technologies in business. Provides instruction in both functional and conceptual computer literacy. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovation in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the information age, and business security on the Internet. Functional computer literacy includes use of a spreadsheet (Excel), a relational database (Access), and electronic communications software (e-mail and WWW browsers), as well as the applications of these skills to solve a variety of business problems.

BUS-K 321 Management of Information Technology

(3 cr.) P: SPCH-S 121, ENG-W 231 or W-234, and a minimum of 45 credit hours. C: BUS-K 201. Pre-Business students cannot register for this course. Introduction to Management Information Systems (MIS), including the key building blocks of information systems, namely: hardware, software, telecommunications (including the Internet/intranet/extranet), databases and DBMS. The focus of this course is on using and managing information technologies to derive business value.

BUS-K 327 DETER MODELS IN OPER RES (3 cr.) This course provides an intense immersion into the problem solving and troubleshooting processes, including critical thinking and the analytical decision-making tools used by companies to solve a variety of problems.

BUS-K 330 Special Topics : Information Tech. Mgmt. Issues (3 cr.) P: BUS-K 321. Focuses on key information technology issues that exist in the business world that must be managed, dealt with, and resolved. Such issues include running IT like a business, technology leadership and partnership, outsourcing, IT resources and staffing, client server systems management, telecommunications, and the IT infrastructure to support business initiatives.

BUS-K 335 Information Systems Analysis and Design (3 cr.) P: BUS-K 321. In-depth treatment of the theory and practice of management information systems including information requirements analysis, design methodology, and system implementation considerations.

BUS-K 340 Enterprise Resource Planning Systems (3 cr.) P: BUS-K 321. This course introduces students to Enterprise Resource Planning (ERP) systems, software that runs all business areas of an organization. The topics include the managerial and technical issues in planning, designing, implementing, and extending enterprise systems and technologies. Hands-on exercises and discussions will be used to demonstrate process improvement methodologies, system integrations, and ERP implementations.

BUS-K 350 DATA ANALYTICS & VISUALIZATION

(3 cr.) The objective of this course is to introduce students to Business Analytics with an emphasis on data management and visualization. The topics include data analytics processes, data acquisition, preparation, analysis, and presentation using various visualization techniques. Practical, hands-on computer lab experiences include advanced usage of spreadsheet software and

other software tools that allow the user to transform data into useful information.

BUS-K 352 PREDICT & PRESCRIPT ANALYTICS (3 cr.)

The course provides an overview of the area of business analytics and then focuses on predictive and prescriptive analytics concepts and methods, along with practical experience with their effective application to a variety of real-world problems.

BUS-K 440 Business Intelligence (3 cr.) P: BUS-K 321. The objective of this course is to introduce students to Business Intelligence (BI), including the processes, methodologies, infrastructure, and current practices used to transform data into useful information for decision making purposes. The topics include data management principles, data models, and BI technologies for report design and development, data warehouse, data mining, and online analytical processing (OLAP). Practical, hands-on computer lab experience includes structured query language (SQL) and advanced usage of spreadsheet software. The major ideas and techniques are reinforced through class assignments on real-life business data analysis involving BI techniques and tools.

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

Examines the nature and functions of law as related to business. Specific areas covered include contracts, tort, corporate employment, international, product liability, property, securities, and antitrust.

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201.

Law of real and personal property. Legal problems encountered in marketing goods, including sale of goods, securing credit granted, nature and use of negotiable instruments.

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

Examination of the U.S. market economy and marketing institutions. Decision making and planning from a manager's point of view; impact of marketing actions from a consumer's point of view. Note: No credit toward a degree in business. This class is for non-business majors only.

BUS-M 301 Introduction to Marketing Management

(3 cr.) P: ECON-E 200 or ECON-E 202, SPCH-S 121, ENG-W 231 or W 234, and a minimum of 45 credit hours. Pre-Business students cannot register for this course. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm's 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. Marketing system viewed in terms of both public and private policy in a pluralistic society.

BUS-M 303 Marketing Research (3 cr.) P: BUS-M 301

and ECON-E 280. Focuses on the role of research in marketing decision making. Topics include research ethics, problem formulation, research design, data collection procedures, design of data collection forms, sampling issues, data analysis, and the interpretation of results.

BUS-M 325 Selling (3 cr.) The role of selling in the economy, in the organization, and in marketing management. Selling as a profession. The dynamics of

salesperson-customer interaction. Skills, techniques, and strategies of selling.

BUS-M 330 Personal Persuasion Strategy and Customer Relations Management (3 cr.) P: BUS-M 301 or BUS-M 300. This course is designed to provide insights into the sales profession by examining the role of persuasive communication and customer relationship management behaviors, principles, strategies, and actions. It will provide students an opportunity to plan, practice, and review those verbal behaviors associated with sales call success in order to persuade others to think differently regarding ideas, opinions, products, and services.

BUS-M 337 MARKETING MESSAGES (3 cr.) Examines the psychological principles and characteristics of marketing messages that influence the thoughts and actions of others. Provides students with an opportunity to create persuasive sales and marketing messages, both oral and written.

BUS-M 365 Internet Marketing (3 cr.) P: BUS-M 300 or BUS-M 301. Designed to prepare students to manage marketing efforts in digital environments. Provides comprehensive exposure to digital marketing concepts, and the opportunity to develop and apply strategies and tactics to digital marketing problems. Topics may include the internet value chain, digital positioning and branding, managing social networks, integrated communications on digital media, digital competition, virtual merchandising, and e-commerce strategies.

BUS-M 380 MARKET ANALYTICS (3 cr.) This course provides you with the skills and tools required to understand and perform marketing analytics. Concisely, market analytics refers to the quantitative analysis of data to guide marketing decision making. With the increasing prevalence of internet and computers, marketing managers are faced with massive amounts of market and customer data. As such, companies are increasingly taking into account job applicants' knowledge of market analytics when making employment decisions.

BUS-M 401 INTERNATIONAL MARKETING (3 cr.) Application of strategic marketing concepts and theory to the international arena. Stresses development of global perspective in understanding the uncontrollable forces affecting international operations and their impact upon the marketing mix. Examines the various marketing functions within an international perspective.

BUS-M 405 Consumer Behavior (3 cr.) P: BUS-M 301. This course provides a detailed understanding of how marketers create value for customers, what motivates shoppers to buy, how consumers process information and make decisions, persuasion techniques, cross-cultural influences on consumer behavior, and the impact of sustainable business practices on consumer choice.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 300 or BUS-M 301. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 421 Fundamentals of Negotiation (3 cr.) Provides exposure to the concepts of negotiations

in both the national and international environments, including negotiation strategies and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers are used throughout the course.

BUS-M 425 Services Marketing (3 cr.) P: BUS-M 300 or BUS-M 301. This course explores the unique challenges of marketing services. Topics include the expanded marketing mix for services, the management of services, the evaluation of service quality, techniques for service improvement, the increased importance of the right people - both employees and customers - in service environments, and the use of marketing techniques to achieve service breakthroughs. Concepts from management and operations management are incorporated to provide a more holistic view of services marketing.

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

BUS-M 435 DIGITAL MARKETING (3 cr.) Introduces students to principles and concepts of digital marketing. Explores popular online platforms and tools used by organizations to accomplish marketing objectives.

BUS-M 450 Marketing Strategy and Policy (3 cr.) P: BUS-M 303 and BUS-M 405. Ideally taken in student's final semester. Capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design and application of analytical tools for marketing and decision making.

BUS-M 490 Special Studies in Marketing (3 cr.) Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Consent of instructor and written report required.

BUS-P 301 Operations Management (3 cr.) P: SPCH-S 121, ENG-W 231 or W 234, and a minimum of 45 credit hours. Pre-Business students cannot register for this course. Production and its relationship to marketing, finance, accounting, and human resource functions are described. Forecasting demand, aggregate planning, master scheduling, capacity planning, and material planning provide the basis for linking strategic operations plans. Other topics include facilities design, performance measurement, productivity improvement, quality control, JIT, TOC, and project management.

BUS-P 330 Project Management (3 cr.) P: BUS-P 301. This course will introduce the student to the full range of project management topics, concerns, problems, solution methods, and decision processes. These areas include: project selection, project organizational structures, negotiation, project planning, project scheduling and resource loading, project budgeting, project monitoring and control, project auditing, and project termination.

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

BUS-P 430 Total Quality Management (3 cr.) P: BUS-P 301. Introduces students to concepts of total quality management. Methods and application of quality control techniques commonly used in manufacturing and service organizations are presented. Research and theory relevant to quality concepts such as the economics and measurement of quality, the evolution of total quality management, team building and employee empowerment, vendor relations, elementary reliability theory, customer relations and feedback, quality assurance systems, statistical quality control, preventive maintenance programs, and product safety and liability are discussed.

BUS-P 440 SUPPLY CHAIN PLN & CTRL (3 cr.) This course expands on the concepts learned in BUS-P 301 - Operations Management, and describes the use of planning and control systems to manage material flows and capacities in operations. Topics covered include demand management, forecasting, sales and operations planning, master production scheduling, material requirements planning, capacity management, production activity control, and inventory management. Operations planning and control is an integrative function in business that is critical in linking the planning activities in many areas of business, including marketing, operations, finance, and human resources, etc.

BUS-P 490 Independent Study in Production Management and Industrial Engineering (1-3 cr.) P: Consent of instructor. For production majors with a career interest in some area of production other than industrial engineering. Literature in student's special field of interest. Written report required.

BUS-R 300 PRINCIPLES OF REAL ESTATE (3 cr.)

BUS-W 100 PRINCIPLES OF BUSINESS ADMIN (3 cr.) An introduction to functional areas of business tracing the evolution of business, business forms, the role of government and society, relationships between administrators and employees, ethical issues, and the globalization of world markets. Ideal for pre-business students or students of any major desiring a basic understanding of business.

BUS-W 211 Contemporary Entrepreneurship (3 cr.) Survey course designed to enable students to explore the vast opportunities of entrepreneurship. Multidisciplinary approach that examines the macro- and micro-conditions that encourage entrepreneurship. Course objectives are: (1) to learn the basic concepts of entrepreneurship; (2) to understand the human side of entrepreneurship; and, (3) to encourage entrepreneurial thinking by the student and enable the student to evaluate the personal prospects for entrepreneurship.

BUS-W 301 Principles of Management. (3 cr.) P: Junior or Senior Standing. Designed to synthesize knowledge of principles and functions of management: planning, organizing, staffing, directing, controlling, and decision making.

BUS-W 311 New Venture Creation (3 cr.) P: Junior or Senior standing. This course helps students identify viable career options in entrepreneurship, expand their basic knowledge of the entrepreneurial process, and develop a repertoire of venture management skills.

BUS-W 320 Leadership and Ethics (3 cr.) P: Junior or Senior Standing. Students are introduced to ethics concepts and leadership skills, with a particular emphasis on demonstrating how ethics and leadership are complementary areas of emphasis for an effective leader. Ethics and leadership must be considered together in order to produce leaders who have the foresight to consider issues of responsibility, accountability, and the full impact of their actions, as well as a skill set that will empower them to implement their vision.

BUS-W 406 Venture Growth Management (3 cr.) By the end of this course students should be able to identify and solve key challenges faced by growing firms

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-Z 302, BUS-W 301. 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 appropriateness of intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs.

BUS-W 490 Independent Study in Business Administration (1-3 cr.) P: Consent of instructor. Supervised individual study and research in student's special field of interest. Students will propose the research topic desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

BUS-X 204 BUSINESS COMMUNICATIONS (3 cr.) Theory and practice of written communication in business; use of correct, forceful English in preparation of letters, memoranda, and reports.

BUS-X 220 Career Perspectives (1 cr.) Assists students in developing career goals. Academic planning, career exploration, and planning in the fields of business and economics. Must be taken before the student completes 60 credit hours.

BUS-Z 301 Organizational Behavior and Leadership (3 cr.) This class introduces the principles of organization design - the blueprint by which different parts of the organization (e.g., production, marketing, financial, accounting, and computer information systems) fit together to create an effective organization. Organization design provides the means by which strategy and goals are implemented so it is as important to a firm's overall performance as financial performance, operational efficiencies or market share.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: SPCH-S 121, PSY-P 101, ENG-W 231 or W 234

and a minimum of 45 credit hours. Pre-Business students cannot register for this course. 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.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P: SPCH-S 121, PSY-P 101 or P 102, ENG-W 231 or W 234. C: BUS-Z 302 Nature of human resource 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.

BUS-Z 441 Wage and Salary Administration (3 cr.) P: BUS-Z 440 and ECON-E 270. Survey of problems faced by modern managers of compensation systems. In-depth look at the roles of company, government, union, and employee in the design and administration of total compensation systems. A description of the type of wage and salary systems currently in use, their advantages and disadvantages, and extent of current use.

BUS-Z 443 Developing Employee Skills (3 cr.) P: BUS-Z 440. Employee Skills Development is a broad, ongoing multifaceted set of activities (training activities among them) intended to bring someone, or an organization, up to another threshold of performance, often to perform some job or new role in the future. The course explores identifying gaps in performance, determining the best interventions to improve performance, and assessing the outcomes of those interventions.

BUS-Z 444 Personnel Research and Measurement (3 cr.) P: BUS-Z 440. Personnel research 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.

BUS-Z 445 Human Resource Selection (3 cr.) P: BUS-Z 440. Prepares the student in effective ways to identify the best candidates for a position through a structured, job-focused interviewing process, where interviewers have effective interviewing skills and understand the legal aspects of employment practices.

CHEM-C 100 The World as Chemistry (3 cr.) The World as Chemistry is a general education course for non-science majors. It is designed to explore chemistry in the context of the real social, political, and environmental world around us. No previous chemistry experience is required.

CHEM-C 101 Elementary Chemistry I (3 cr.) One year of high school algebra or equivalent is recommended. Introduction to chemistry. Usually taken concurrently with CHEM-C 121. Lectures and discussion. The two sequences, CHEM-C 101/121 and CHEM-C 102/122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of CHEM-C 101-C 121 and CHEM-C 102-C 122 is granted only in exceptional cases. May be taken by students who have deficiencies in chemistry background in preparation

for CHEM-C 105 without credit toward graduation. Credit given for only one of the following chemistry courses: CHEM-C 101, CHEM-C 104, CHEM-C 105.

CHEM-C 102 Elementary Chemistry II (3 cr.) 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. Credit not given for both CHEM-C 102 and CHEM-C 341.

CHEM-C 104 Physical Sciences and Society (3-5 cr.) One year of high school algebra or equivalent is recommended. An integrated survey of modern applications and relationships of physical sciences to society developed from the basic concepts of motion, structure of matter, energy, reactions and the environment, and leading to considerations of specific problem areas such as pollution, drugs, energy alternatives, consumer products, and transportation. May be taken by students deficient in chemistry background without credit toward graduation in preparation for CHEM-C 105. Credit not given for both CHEM-C 104 and CHEM-C 101 or CHEM-C 105. The 5 credit hour version of this course includes laboratory work.

CHEM-C 105 Principles of Chemistry I (3 cr.) Two years of high school algebra or equivalent is recommended. Should be taken concurrently with CHEM-C 125. Basic principles, including stoichiometry, equilibrium, atomic and molecular structures. Lectures and discussion. Credit given for only one of these chemistry courses: CHEM-C 101, CHEM-C 104, CHEM-C 105.

CHEM-C 106 Principles of Chemistry II (3 cr.) P: CHEM-C 105 with a C or better. Should be taken concurrently with CHEM-C 126. Chemical equilibria, structures, and properties of inorganic compounds. Lectures and discussion.

CHEM-C 120 Chemistry Laboratory (2 cr.) P: CHEM-C 100. C: CHEM-C 100. Illustration of chemical principles with applications to biology, the environment, and health.

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. Credit not given for both CHEM-C 121 and CHEM-C 125.

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: CHEM-C 102. C: CHEM-C 102. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and CHEM-C 343.

CHEM-C 125 Experimental Chemistry I (2 cr.) P: CHEM-C 105. C: CHEM-C 105. An introduction to laboratory experimentation, with particular emphasis on the molecular interpretation of the results. Credit not given for both CHEM-C 121 and CHEM-C 125.

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 125, CHEM-C 106 with a C or better. C: CHEM-C 106. A continuation of CHEM-C 125, with emphasis on synthesis and analysis of compounds.

CHEM-C 301 Chemistry Seminar 1 (1 cr.) Permission of instructor. Independent study and reading, with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty.

CHEM-C 302 Chemistry Seminar 2 (1 cr.) Permission of instructor. Independent study and reading, with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty.

CHEM-C 303 Environmental Chemistry (3 cr.)

P: CHEM-C 341 with a C or better. Selected topics in environmental chemistry such as atmospheric pollution, ozone hole, photochemical smog, acid rain, greenhouse effect, ground water pollution, water treatment, fate of toxic organic substances, metals in the environment, and treatment of hazardous wastes.

CHEM-C 305 Environmental Chemistry Seminar I (1 cr.)

P: 25 credit hours of chemistry including CHEM-C 303 and CHEM-C 333 with a GPA of at least 2.5. C: CHEM-C 333. Independent study and reading, with emphasis on basic chemistry and environmental chemistry applications. Research report and discussion by students and faculty. The chosen topic must relate to the environment.

CHEM-C 310 ANALYTICAL CHEMISTRY (3 cr.)

Lectures dealing with fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry.

CHEM-C 315 Chemical Measurements and Laboratory (3 cr.)

P: CHEM-C 317, CHEM-C 318 with a C or better. C: CHEM-C 318. Experimental techniques in chemical analysis and instrumentation.

CHEM-C 317 Equilibria and Electrochemistry (3 cr.)

P: CHEM-C 106 with a C or better. MATH-M 215 recommended. Treatment of analytical data; chemical equilibrium; aqueous and nonaqueous acid-base titrimetry; complex formation titrations; gravimetric analysis, redox titrations, electrochemical theory; potentiometry; voltammetry; coulometry.

CHEM-C 318 Spectrochemistry and Separations (3 cr.)

P: CHEM-C 317 with a C or better. Ultraviolet, visible, infrared, and luminescence spectrophotometry; flame and electrical discharge techniques. Phase equilibria and extractions; countercurrent distribution; gas, thin-layer, liquid, and high-performance liquid chromatography.

CHEM-C 333 Experimental Environmental Chemistry (2 cr.)

C: CHEM-C 303. A laboratory course of selected experiments that are relevant in the analysis and characterization of pollutants in air, soil, and water samples. Techniques that emphasize sampling and analytical procedure. Basic analytical principles and instrumentation. Field trips to water and wastewater treatment facilities.

CHEM-C 341 Organic Chemistry I Lectures (3 cr.)

P: CHEM-C 106 with a C or better. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit given for only one of the courses CHEM-C 102, CHEM-C 341.

CHEM-C 342 Organic Chemistry II Lectures (3 cr.)

P: CHEM-C 341 with a C or better. Syntheses and reactions of polyfunctional compounds, natural and industrial products; physical and chemical methods of identification.

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

P: CHEM-C 126, CHEM-C 341 with a grade of C or better. C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods. Credit not given for both CHEM-C 122 and CHEM-C 343.

CHEM-C 344 Organic Chemistry II Laboratory (2 cr.)

P: CHEM-C 343, CHEM-C 342 with a C or better. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds; emphasis on qualitative organic analysis.

CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.)

P: CHEM-C 106, MATH-M 216, PHYS-P 202 or PHYS-P 222 with grades of C or better. Thermodynamics laws, free energy and chemical potentials, gases and dilute solutions, phase transitions, colligative properties, chemical equilibria, ionic solutions, chemical kinetics and transport processes, current topics.

CHEM-C 362 Physical Chemistry of Molecules (3 cr.)

P: CHEM-C 106, MATH-M 216, PHYS-P 202, or PHYS-P 222 with grades of C or better. Quantum states and spectroscopy of molecules, statistical thermodynamics, and elementary kinetic theory, current topics.

CHEM-C 364 Introduction to Basic Measurements (3 cr.)

P: CHEM-C 361 or CHEM-C 362. C: CHEM-C 361 or CHEM-C 362. Graduated laboratory practice relating elementary principles of measurement technologies to current research applications.

CHEM-C 390 Special Topics (1-5 cr.) P: Permission of instructor. Course content varies. Offered periodically.

CHEM-C 403 History of Chemistry I (1 cr.) P: Senior standing, consent of instructor. Development of significant chemical knowledge and concepts up to 1830. Lectures, student reports, discussion.

CHEM-C 409 Chemical Research (1-6 cr.) P: Permission of instructor. To be elected only after consultation with the course director and the undergraduate advisor. Cannot be substituted for any course required in chemistry major. A research thesis is required.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 341 with a grade of C or better. CHEM-C 342. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 342. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.

CHEM-C 444 Organic Spectroscopy Laboratory (2 cr.)

P: CHEM-C 443 or consent of instructor. C: CHEM-C 443. Hands-on instrumentation experimental work concerning detailed structure elucidation of organic compounds using Ultraviolet-Visible (UV-Vis), Infrared (IR), Nuclear Magnetic Resonance (NMR), and Gas Chromatography-Mass Spectrometry (GC-MS).

CHEM-C 445 Advanced Organic Chemistry Laboratory (3-5 cr.)

P: CHEM-C 443 or consent of instructor. C: CHEM-C 443. Experimental problems in organic analysis and synthesis.

CHEM-C 470 Polymer Chemistry (3 cr.) P: CHEM-C 342 with a C or better. Introduction to syntheses, structures, properties, and uses of polymeric substances.

CHEM-C 484 Biomolecules and Catabolism (3 cr.)
P: CHEM-C 342 and BIOL-L 101, BIOL-L 102, or BIOL-L 100 with a C or better. The study of Biological structures and interactions; reactions, kinetics, and mechanisms; equilibrium and thermodynamics.

CHEM-C 485 Biosynthesis and Physiology (3 cr.)
P: CHEM-C 484 with a C or better. Biosynthetic pathways, expression of genetic information, molecular physiology.

CHEM-C 486 Biochemistry Laboratory (3 cr.) P: CHEM-C 484. C: CHEM-C 484. Laboratory experience in biochemistry, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization electrophoresis, centrifugation, spectroscopic methods, and chromatography.

CHEM-C 490 Individual Study (1-6 cr.) P: Written permission of faculty member supervising the study. Must complete written report of each semester's work.

CHEM-F 410 BEER CHEMISTRY (3 cr.) Many people enjoy drinking beer. Beer has been a staple in human history for thousands of years. Though the knowledge of molecules that make the chemistry may not have been known until recent times, knowledge and consumption of beer has been welcomed, praised, and worshiped for more than 7000 years. What is the chemistry of beer? We will examine the components (or elements) of beer and discuss the chemistry behind them and what makes beer so delicious. The first element, water provides the solvent. Grains (or malts) provide carbohydrates. Hops, a modern addition, provide flavor and antibacterial properties. And the fourth element, Yeast, is the organism that makes it all possible with its ability to ferment the sugars to ethanol. All four combined together make what many of us enjoy, Beer.

CHEM-T 510 INORGANIC CHEMISTRY (3 cr.) This course introduces fundamental concepts of inorganic chemistry including descriptive chemistry, bonding in coordination chemistry, organometallic chemistry, special topics in inorganic chemistry and biological inorganic chemistry.

CHEM-T 540 Physical Chemistry (3 cr.) This course will touch on all the fundamental areas of Physical Chemistry. Emphasis is placed on content that expands the students' knowledge in the key areas and relates to concepts that are likely to be taught in introductory chemistry courses.

CHEM-Y 398 Internship - Professional Practice in Chemistry (1-5 cr.) P: Junior or Senior standing in a bachelor degree (or second semester sophomore status in associate degree) and consent of faculty sponsor. Registration is required and authorization obtained from the Career Development Center. Designed to provide opportunity for students to receive credit for career-related work. Evaluation by employer and faculty sponsor. S/F Grading.

CJUS-P 100 Introduction to Criminal Justice (3 cr.)
P: Freshman or sophomore standing. Historical and philosophical background, structure, functions, and operations of the criminal justice system in the United

States; introduction to and principles of formal behavior control devices.

CJUS-P 199 Careers in Criminal Justice (1 cr.) The purpose of the course is to acquaint students with the career options available to them after completion of a Criminology and Criminal Justice degree. These options include work with a bachelor's degree both in and out of the criminal justice field. In addition, students will become familiar with a variety of graduate degrees that can be earned after completion of a bachelor's degree. Students will be familiar with campus resources for career exploration and participate in activities designed to clarify their career goals. Finally, students will learn how to design their plans of study to meet the requirements for graduation with a degree in Criminology and Criminal Justice, and at the same time, to enhance their career objectives.

CJUS-P 200 Theories of Crime and Deviance (3 cr.) Critical examination of biological, psychological, and sociological theories of crime and deviance. Examination of individual, group, and societal reactions to norm-violating behaviors. Class must be taken on IUS campus.

CJUS-P 250 Issues in Criminal Justice (3 cr.) Thorough review and analysis of issues currently facing the criminal justice system. Topics vary each semester.

CJUS-P 295 Criminal Justice Data, Methods, and Resources (3 cr.) P: CJUS-P100, CJUS-P200, ENG-W131, MATH-M118 all with a C or higher. This 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. Class must be taken on IUS campus.

CJUS-P 300 Topics in Criminal Justice (3 cr.) P: CJUS-P 100 with a C or higher. Extensive analysis of selected topics and themes in criminal justice. Topics vary each semester; see listing in the Schedule of Classes.

CJUS-P 301 Police and Contemporary Society (3 cr.)
P: CJUS-P 100, CJUS-P295 with a grade of C or higher. Examination of the rules and responsibilities of the police, history of police organizations, relations between police and society, and determinations of police action.

CJUS-P 302 Courts and Criminal Justice (3 cr.)
P: CJUS-P 100, CJUS-P295 with a grade of C or higher. Structure, organization, composition, functions, and procedures of courts in the United States. Role of lawyers and judges in the criminal justice system.

CJUS-P 303 Corrections and Criminal Justice (3 cr.)
P: CJUS-P 100, CJUS-P295 with a grade of C or higher. Historical and comparative e-survey of prison confinement and the various alternatives within the scope of the criminal justice system's policies and methods of implementation.

CJUS-P 306 Drugs, Society, and Justice (3 cr.)
P: CJUS-P 100 with a C or higher. Analysis of the political, economic, social and cultural factors that shape the use of consciousness-altering substances. Consideration of the

way these factors influence the social and legal response to drug use.

CJUS-P 313 Conflict Management (3 cr.) P: CJUS-P 100 with a C or higher. This course will provide students with a fundamental knowledge and understanding of the nature of interpersonal conflict associated with law enforcement professionals. This course will begin by introducing students to the theories of human nature and build upon their understanding of conflict and conflict management for an organizational behavior perspective. Based upon the perspectives of these two schools of thought, this course will identify the principles associated with conflict management (social responsibility, compassion, and fairness). Finally, this course will identify the four characteristics or the 'plumbline' of conflict management (cultural intelligence, ethical behavior, effective interpersonal communication, and proficient use of power and authority) that provide the student with necessary skill to develop a personalized method for managing conflicts effectively on multiple levels.

CJUS-P 316 Crime in the Movies (3 cr.) P: CJUS-P 100 with a C or higher. This course is designed to examine the way that crime and criminals have been portrayed throughout the last 80 years in popular movies. Crime has always been a favorite source of material for Hollywood, and we will be exploring the way that the depiction of criminal activity reflects the social mores of a particular era. Thus, this course draws from a variety of disciplines as we critique the films and analyze the messages they convey about crime and criminals in society.

CJUS-P 320 Foundations of Criminal Investigations (3 cr.) P: CJUS-P 100 with a C or higher. The pertinence to criminal investigation of physical evidence, people, and documents. Discussion of ethical problems, impact of legal systems on investigative process, and elements of effective testimony. Lectures and case materials.

CJUS-P 325 Principles of Forensic Investigation (3 cr.) This course focuses on how a criminal offender is influenced by a variety of factors within the psychosocial environment. The class will examine the legal arenas and investigate procedures involved in dealing effectively with the system's most serious and chronic offenders.

CJUS-P 330 Criminal Justice Ethics (3 cr.) P: CJUS-P 100 with a C or higher. Study of major ethical theories with emphasis on their application to components of the criminal justice system. Personal and professional dilemmas and problem-solving will be emphasized.

CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System (3 cr.) P: CJUS-P 100 with a C or higher. This course is designed to examine the influence of gendered and race relations impacts on crime and justice.

CJUS-P 345 Terrorism (3 cr.) A survey of the incidence of terror with particular emphasis on public policy responses designed to combat terrorism. Special emphasis will be placed on the role of the criminal justice system in combating domestic and foreign terrorism.

CJUS-P 362 Sex Offenders (3 cr.) P: CJUS-P 100 and CJUS-P 200 with a C or higher. Examines a wide range of topics related to sex offenders, such as theories of deviance, sex crimes, sex addictions, pedophilia,

adolescent offenders, rape and sexual assault, incest, legal responses, predator laws, risk assessment, and treatment. Content of interest to future investigators, prosecutors, police officers, and probation and treatment specialists.

CJUS-P 372 Evidence (3 cr.) P: CJUS-P 100. The rules of law governing proof at a trial of disputed issues of fact, burden of proof presumption and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exception; all related as nearly as possible to criminal as opposed to civil process.

CJUS-P 373 Correctional Law (3 cr.) P: CJUS-P 100. Legal problems from conviction to release; pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJUS-P 374 Substantive Criminal Law (3 cr.) P: CJUS-P 100 with a grade of C or higher. The development, limitations, and application of substantive criminal law utilizing the case study method.

CJUS-P 375 The American Juvenile Justice System (3 cr.) P: CJUS-P 100, CJUS-P295 with a grade of C or higher. Structure and operation of the juvenile justice system in the United States, past and present. Analysis of the duties and responsibilities of the police juvenile officer, the juvenile court judge, and the juvenile probation officer.

CJUS-P 376 Procedural Criminal Law (3 cr.) P: CJUS-P 100 with a grade of C or higher. Criminal law application and procedure from the initiation of notice activity through the correctional process, utilizing the case-study method.

CJUS-P 407 Terrorism (3 cr.) P: CJUS-P 100. Terrorism is a serious challenge today and its policing demands varied responses. In this course we study how terrorists evolve and carry out their operations. The course will analyze police responses and debate the issues of legal boundaries and systems of checks and balances using case studies.

CJUS-P 411 Criminal Justice Management (3 cr.) P: CJUS-P 100 with a C or higher. Examination of the ideas and concepts from various disciplines contributing to modern administrative theory, and translation of these insights to the management of criminal justice agencies.

CJUS-P 413 Police-Community Relations (3 cr.) P: CJUS-P 100 with a grade of C or higher. Examination of the relations between police and urban communities. Consideration of the social, economic, and political factors that shape these relations and alternative approaches to improving police-community relations.

CJUS-P 416 Capital Punishment (3 cr.) P: CJUS-P 100 with a grade of C or higher. Consideration of issues raised by the use of the death penalty in the United States. Emphasis of critical thinking and open dialogue.

CJUS-P 423 Sexuality and the Law (3 cr.) Interdisciplinary analysis of topics pertaining to sexuality and the law. Examination of legal and cultural debates regarding sexual images and acts, the criminalization of motherhood, the international prostitution industry, and mass rape.

CJUS-P 426 JUVENILE DELINQUENCY (3 cr.) Focus on the critical analysis of the impact of significant individual, social, and institutional influences on delinquency

including the family, delinquent peer groups, schools, and the community to respond to the question, "What causes juveniles to break the law?"

CJUS-P 457 Seminar on White-Collar Crime (3 cr.) The nature and incidence of white-collar crime. In addition to studying the etiological theories relating to white-collar crime, the course will also focus on both the criminal and civil (regulatory) process used to control corporate, organizational, and elite misconduct.

CJUS-P 458 Wrongful Conviction (3 cr.) P: CJUS-P 100 with a grade of C or higher. Investigates the factors associated with wrongful convictions and discusses possible remedies for minimizing such miscarriages of justice. The goal of this course is to systematically describe, explain, analyze and evaluate the factors associated with, and the consequences of, the wrongful prosecution, conviction, and incarceration of the innocent in the American criminal justice system. Includes a review of actual allegations of innocence by inmates currently in our prisons, and case-studies of wrongly convicted individuals who have been exonerated.

CJUS-P 470 Senior Seminar in Criminal Justice (3 cr.) P: Senior standing (permission only); CJUS-P 100, CJUS-P295 with a grade of C or higher. 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.

CJUS-P 471 Comparative Study of Criminal Justice Systems (3 cr.) Comparison of the American criminal justice system with those of other federated nations and of selected unitary states.

CJUS-P 493 Seminar in Criminal Justice (3 cr.) Intensive study and analysis of selected problems in criminal justice. Topics will vary.

CJUS-P 495 Individual Readings (1-6 cr.) P: CJUS-P 495 with a C or higher. Individual study project under guidance of faculty member or committee. Students and instructor will complete a form agreeing on responsibilities at the beginning of the relevant semester.

CJUS-P 496 Research Internship (1-3 cr.) P: CJUS-P 100 with a C or higher. Active participation in a research project and related activities under the direction of a faculty member. Students and instructor will complete a form agreeing on responsibilities at the beginning of the relevant semester.

CJUS-P 522 Conflict Management (3 cr.) This course will provide students with a fundamental knowledge and understanding of the nature of interpersonal conflict associated with law enforcement professionals. This course will begin by introducing students to the theories of human nature and build upon their understanding of conflict and conflict management for an organizational behavior perspective. Based upon the perspectives of these two schools of thought, this course will identify the principles associated with conflict management (social responsibility, compassion, and fairness). Finally, this course will identify the four characteristics or the 'plumbline' of conflict management (cultural intelligence, ethical behavior, effective interpersonal communication, and proficient use of power and authority) that provide

the student with necessary skill to develop a personalized method for managing conflicts effectively on multiple levels.

CJUS-P 550 Topics in Criminal Justice and Public Safety (3 cr.) 'Variable' Topics in Criminal Justice and Public Safety.

CJUS-P 623 VIOLENT BEHAVIOR (3 cr.) Critical analysis of current theory and research on violent behavior utilizing a multidisciplinary framework. Topics include concepts and methods in the study of violence; prediction of violence; family and sexual violence; institutional violence; drugs and violence; and prevention of violent behavior.

CLAS-C 205 CLASSICAL MYTHOLOGY (3 cr.) An introduction to Greek and Roman myths, legends, and talks, especially those which have an important place in the Western cultural tradition.

CLAS-C 209 MED TERMS FROM GREEK & LATIN (3 cr.) Basic vocabulary of some 1,000 words, together with materials for formation of compounds, enables student to build working vocabulary of several thousand words. Designed for those intending to specialize in medicine, nursing, dentistry, or microbiology.

CLAS-L 100 ELEMENTARY LATIN I (3 cr.) Fundamentals of the language; develops direct reading comprehension of Latin.

CLAS-L 150 ELEMENTARY LATIN II (3 cr.) Fundamentals of the language; develops direct reading comprehension of Latin.

CLAS-L 200 SECOND-YEAR LATIN I (3 cr.) Reading from selected authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review or prose composition.

CMCL-C 202 Media in the Global Context (3 cr.) P: SPCH-S 122, TEL-T 102 and sophomore standing; or consent of the instructor. This course focuses on the present and the future of global media and international advertising: understanding worldwide markets and strategic communication practices in very different cultural, regulatory and competitive conditions.

CMCL-C 290 Hollywood I (3 cr.) An overview of film history from its beginnings to the present, emphasizing major developments in narrative cinema. Credit given for only one CMCL-C 290 or CMLT-C 290.

CMCL-C 315 Advertising & Consumer Culture (3 cr.) P: SPCH-S 122 and TEL-T 102 or consent of the instructor. Critical examination of advertising's role in modern societies. Focuses on marketing and consumption as central activities in shaping personal identity and social relations.

CMCL-C 337 New Media (3-6 cr.) Develops frameworks for understanding new media technologies in social contexts. Compares computing, networked digital media, and social media to prior eras of technological change, focusing on interactions among technological, industrial, regulatory, social, and cultural forces.

CMCL-C 392 Media Genres (3 cr.)

CMCL-C 424 Communication Research Methods (3 cr.)

P: ENG-W 290 or TEL-R 311; MATH-A 118 or M 118 or higher with grade of C or better, and Junior standing; or consent of instructor. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundation of empirical social science and offers guidelines for conducting descriptive and experimental studies.

CMCL-C 427 CROSS CULTURAL COMMUNICATION

(3 cr.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

CMCL-C 324 Persuasion (3 cr.) P: TEL-T 102 and Junior standing or consent of instructor. This course is designed to introduce students to the theories, principles and practice of persuasive communication. First, students will review the basic principles of oral communication. Second, the course will familiarize students with key persuasion concepts and will provide an overview of theoretical approaches to the study and practice of persuasion. Third, the course will focus on factors that influence the success or failure of persuasive strategies and techniques in contexts of advertising, marketing, branding, and public relations. Students will have ample opportunities to directly apply knowledge acquired through the lectures, readings and in-class interactions to the analysis and production of persuasive materials.

CMCL-C 337 New Media (3 cr.) P: TEL-T 102 and Junior standing; or consent of the instructor. Develops frameworks for understanding new media technologies in social contexts. Compares computing, networked digital media, and social media to prior eras of technological change, focusing on interactions among technological, industrial, regulatory, social, and cultural forces.

CMLT-C 145 Major Characters in Western Literature (3 cr.) Comparative analysis of the literary treatment of mythical and archetypal characters in different periods and traditions, such as: Electra (Euripides, O'Neill, Giraudoux), Tristan (Gottfried, Tennyson, Wagner), Faust (Marlowe, Goethe), Don Juan (Tirso de Molina, Molière, Pushkin, Shaw).

CMLT-C 146 Major Themes in Western Literature (3 cr.) Comparative analysis of recurrent themes and motifs in Western literature, such as the French Revolution or the quest (man's search for material or spiritual values). Selected works from diverse genres and historical periods, ranging from the ancient epic to the contemporary novel and drama.

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.

CMLT-C 205 Comparative Literary Analysis (3 cr.) Introduction to basic concepts of literary criticism through comparative close readings of texts from a variety of literary genres, fiction, poetry, drama, essay; and from diverse traditions.

CMLT-C 216 Science Fiction, Fantasy, and the 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.

CMLT-C 217 Detective, Mystery, and Horror Literature (3 cr.) Origins, evolution, conventions, criticism, and theory of the detective mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in fiction, drama, and film.

CMLT-C 313 Narrative (3 cr.) Historical and analytical study of various forms of narrative literature. Examination of narrative as a primary literary genre and analysis of such diverse forms as myth, folktale, epic, romance, gospel, saint's life, saga, allegory, confession, and novel.

CMLT-C 335 Realism, Naturalism, and Symbolism (3 cr.) The rise of Realism in 19-century fiction and its development into Naturalism and Impressionism; the Symbolist reaction in poetry; the re-emergence of the drama as a major genre. Such authors as Dickens, Flaubert, Tolstoy, Mallarme, Ibsen, Hauptmann, Strindberg, Chekhov.

CMLT-C 392 Genre Study in Film (3 cr.) Topic varies; the evaluation of typical genres; problems of generic description or definition; themes, conventions, and iconography peculiar to given genres, etc.

CMLT-C 393 History of European and American Films 1 (3 cr.) A survey of development of cinema during the period 1895-1926 (the silent film era). Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television.

CMLT-C 394 History of European and American Films 2 (3 cr.) A survey of European and American cinema since 1927. Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television.

CMLT-C 490 Individual Studies in Film and Literature (1-3 cr.) P: Consent of chairperson of film committee.

CMLT-C 151 Introduction to Popular Culture (3 cr.) The serious study of entertainment for mass consumption, including popular theatre and vaudeville, bestsellers, mass circulation magazines, popular music, phonograph records, and popular aspects of radio, film, and television. Provides the basic background to other popular culture courses in comparative literature.

CMLT-C 391 Film Theory and Aesthetics (3 cr.) Study of classical and contemporary schools of film theory.

COAS-I 400 International Studies Capstone Seminar (3 cr.) P: Department Consent. Students will complete a senior thesis or project within their area of concentration. This may be as an independent study for the purpose of writing a research paper or may be through a faculty-led seminar, if offered.

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-Q 161 Library Skills and Resources (1 cr.)

Discuss the techniques and skills for researching term papers, speeches, and other library projects, and give students the opportunity to explore the potential of a large academic library. Students learn to identify and locate information in libraries for class assignments and personal interests.

COAS-S 100 Topic - Ballroom 1: Waltz & Rumba (1 cr.)

This workshop provides instruction and practice in the dance steps and rhythms of Waltz and Rumba.

COAS-S 100 Topic - Ballroom 2: Tango & Mambo (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of Tango and Mambo.

COAS-S 100 Topic - Ballroom 3: Foxtrot & Cha Cha (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of Foxtrot and Cha Cha.

COAS-S 100 Topic - Rhythm I: Merengue & West Coast Swing (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of Merengue and West Coast Swing.

COAS-S 100 Topic - Rhythm 2: East Coast Swing & Samba (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of East Coast Swing and Samba.

COAS-S 100 Topic - New York Hustle & Bolero (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of New York Hustle and Bolero.

COAS-S 100 Topic - Rhythm 4: Waltz and Slow Dance. (1 cr.)

This course provides instruction and practice in the dance steps and rhythms of Viennese Waltz and Slow Dance.

COAS-S 100 Topic - Career and Academic Planning (1 cr.) ARL

This course teaches students how to use available tools to aid them in the self-exploration of their interests, skills, and values to better develop their major and career decisions. This course will help students develop a systematic, planned career-decision making strategy. Students will define possible schools and majors offered at IUS. Then analyze which school or majors would be a good fit to begin moving forward and develop their 4-year academic and career plans.

COAS-S 100 Workshop: Variable Title (1 cr.) 1-unit workshop with variable titles, corresponding to specific special and current topics in the arts and sciences, nursing, health and physical recreation, and career and academic exploration.

COAS-S 154 Pathways (1 cr.) This course teaches students how to use tools available to aid them in their academic planning, explore course majors and interests, increase their academic problem solving skills, enhance their social networking skills, and expand their financial planning skills as it relates to college success.

COAS-S 200 Workshop in Special Topics (0-3 cr.)

Specialized workshops on a topical basis to be offered to non-traditional populations. May be offered by TV, radio, weekend college, etc.

COAS-S 399 INTERNSHIP (0-6 cr.) An internship is an educational experience related to a student's degree program and career plan which applies what the student has learned to work situations. It involves a student, employer, and university sponsor. See Career Development Center for more information and to register.

COAS-S 399 Internship in History (3 cr.)

P: At least junior standing and 12 credit hours of related work; prior arrangement with individual faculty member. Faculty-supervised experience in museum work, history preservation, historical societies, oral history, or other history-related fieldwork in private and public institutions. May be taken only once.

COAS-S 399 Internship Political Science (Topic ID 25) (1-6 cr.)

P: Junior or senior standing, approval of the dean and the Career Development Center. Designed to provide opportunities for student to receive credit for selected career-related work.

COAS-S 400 Workshop in Special Topics (1-6 cr.)

COAS-S 399 Internship in Informatics Professional Practice (1-3 cr.) P: Approval of Informatics Coordinator 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.

COAS-W 100 Introduction to Business (3 cr.)

A survey of the business field and its operations in the contemporary economic, political and social environment.

CSCI-A 121 Cyberspace Influences on Privacy, Security and Society (3 cr.)

P: CSCI-C 106 or EDUC-W 200 with a C or better. Examines the impacts of computerization in the United States. From family life, private organizations, and public organizations to government at all levels, computerization is affecting and creating the complex interdependencies between technology and social groups. We will survey recent changes to many topics, including intellectual property rights, e-government, online security, online privacy, digital currency, online gambling, universal access, online education, medical devices, and media convergence.

CSCI-A 201 Introduction to Programming (3 cr.)

MATH-M 101 or high school equivalent is recommended. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style. Not intended for computer science majors or minors.

CSCI-A 202 Computer Programming (3 cr.)

P: CSCI-A201 or CSCI-C 201 with a C or better. Computer programming, algorithms, program structure, arrays, stacks-procedures, functions, modularization parameter-passing-mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems in diverse fields.

CSCI-A 211 Word Processing Applications (3 cr.)

P: CSCI-C 106 or EDUC-W 200 with a C or better. This course introduces the student to word processing techniques used in creating letters, forms, and reports. The student will use styles, outlines, tables, and field codes in documents and templates. Advanced topics

include merging documents, customizing the Word environment, and integrating the features of Word with other software applications.

CSCI-A 212 Spreadsheet Applications (3 cr.) P: CSCI-C 106 or EDUC-W 200 with a C or better. This course introduces the student to spreadsheet techniques used in creating professional-looking worksheets. Students will use formulas, functions, charts, graphs, and logical functions. Advanced topics include advanced filtering, importing data, creating pivot tables, database functions, and integrating Excel with other software applications.

CSCI-A 213 Database Applications (3 cr.) P: CSCI-C 106 or EDUC-W 200 with a C or better. 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 World Wide Web, developing and understanding relationship database design, macros, managing, securing a database, and integrating Access with the Web and other programs.

CSCI-A 221 Multimedia Programming (1.5 cr.) P: CSCI-C 106 or EDUC-W 200 with a C or better. This course introduces the student to creating dynamic Web pages. Emphasis is placed on problem-solving techniques using a Web-based programming language. Lecture and laboratory.

CSCI-A 247 Network Technologies and Administration (3 cr.) P: CSCI-C 106 or EDUC-W 200 with a C or better. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience.

CSCI-A 290 TOOLS FOR COMPUTING (3 cr.) Exploration of topics in computing. Common topics include tools for power users.

CSCI-A 346 USER-INTERFACE PROGRAMMING (3 cr.) Learn to prototype and build graphical user interfaces for computer applications. Contemporary software design methodology. Students design and implement prototype interfaces to applications provided by the instructor. Extensive use will be made of both commercial and experimental software tools.

CSCI-A 348 Mastering The World Wide Web (3-4 cr.) P: Two semesters of programming experience, or equivalent, and some knowledge of operating systems. Project-oriented course leading to 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.

CSCI-B 438 Fundamentals of Computer Networks (3 cr.) P: CSCI-C 202 or INFO-I 211 with a C or better. Theory and practice of data communications between computing devices. Topics include network architecture and topology, wide-area networks, local-area networks, and ISO network layers.

CSCI-B 461 Database Concepts (4 cr.) P: CSCI-C 251 or INFO-I 201, CSCI-C 335 and CSCI-C 343 with grades of C or better. Introduction to database concepts and systems. Topics include database models and systems: hierarchical, network, relational, and object-oriented;

database design principles; structures for efficient data access; query languages and processing; database applications development; views; security; concurrency; recovery. Students participate in a project to design, implement, and a query a database, using a standard database system.

CSCI-B 481 Interactive Graphics (3 cr.) P: CSCI-C 343, MATH-M 303. Computer graphics techniques. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, viewing geometry, object modeling, and interactive manipulation methods. Basic lighting and shading. Video and animation methods. Credit given for only one of CSCI-B 481 and CSCI-B 581.

CSCI-B 490 SEMINAR IN COMPUTER SCIENCE (3 cr.) Special topics in computer science.

CSCI-B 503 ALGORITHMS DESIGN AND ANALYSIS (3 cr.) Models, algorithms, recurrences, summations, growth rates. Probabilistic tools, upper and lower bounds; worst-case and average-case analysis, amortized analysis, dynamization. Comparison-based algorithms: search, selection, sorting, hashing. Information extraction algorithms (graphs, databases). Graphs algorithms: spanning trees, shortest paths, connectivity, depth-first search, breadth-first search.

CSCI-B 545 Enterprise Hardware Infrastructure (3 cr.) P: CSCI-C 335 and CSCI-B 438 with grades of C or better, or instructor consent. This course explores the management of technology resources across the infrastructure with a focus on hardware. Topics include network architecture and its management, the relationship of network hardware to operating systems and network protocols, and infrastructure communication.

CSCI-B 549 ENTERPRISE SFTWRE ARCHITECTURE (3 cr.) This course explores the analysis, design, implementation, evaluation, and management of enterprise IT solutions. Emphasis will be placed on planning and modeling characteristics of the enterprise. Topics include functional modeling, physical architecture design, security planning and recovery issues, project management, emerging technologies, and ethical, financial and global considerations.

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-C 100 Computing Tools (1 cr.) An introduction to computing applications useful in college and career work. Topics include microcomputer operating systems; word processing; spreadsheet, database, and communications software; and other software applications.

CSCI-C 105 Introduction to C/C++ Programming (3 cr.) This course is an introduction to computer programming using C/C++. The emphasis is on structured programming principles, and understanding the basic concepts that apply to scientific and engineering problems. Among topics covered in this course are: problem solving using top down design, using flowcharts to explain the program

logic, selection structure, repetition structure, bitwise operations, arrays, pointers, strings, passing arguments, and sequential files.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) An introduction to computers and their use in information systems: use of standard application programs; foundations of information systems design and development; survey of programming languages. Satisfies the basic computer literacy requirement.

CSCI-C 201 Computer Programming II (4 cr.) Two years of high school mathematics and some programming experience is recommended. Computer programming and algorithms. Basic programming and program structure. Computer solutions of problems. A computer language will be taught. Lecture and discussion.

CSCI-C 202 Computer Programming (4 cr.) P: CSCI-C 201 or INFO-I 210 with a C or better. Computer programming, algorithms, program structure, arrays, stacks, queues, binary trees; procedures, functions, parameter-passing mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems such as data analysis, sorting, searching, and string and text manipulation.

CSCI-C 203 Cobol and File Processing (3-4 cr.) P: CSCI-C 201. Computer programming and algorithms. Application to large file processing functions of an organization.

CSCI-C 237 Operating Systems and Job Processing (3-4 cr.) P: CSCI-C 202, CSCI-C 335. A functional level approach to the study of operating systems. The major components of at least two operating systems are studied. Various jobs are run under these operating systems.

CSCI-C 251 Foundations of Digital Computing (4 cr.) P: CSCI-C 201 or INFO-I 210 and MATH-M 118 or higher with grades of C or better. MATH-M 119 is recommended. Boolean algebra and propositional logic. Set algebra, including mappings and relations. Elements of graph theory and statistical analysis. Application of all topics to computer programming.

CSCI-C 311 Programming Languages (4 cr.) P: CSCI-C 202 or INFO-I 211 and CSCI-C 335 with grades of C or better. Systematic approach to programming languages. Relationships among languages, properties and features of languages, and the computer environment necessary to use languages. Lecture and laboratory.

CSCI-C 335 Computer Structures (4 cr.) P: CSCI-C 201 or INFO-I 210 with a C or better. CSCI-C 202 or INFO-I 211 is recommended. Structure and internal operation of computers, stressing the architecture and assembly language programming of a specific computer. Additional topics include digital hardware and microprogramming. Lecture and laboratory.

CSCI-C 343 Data Structures (4 cr.) P: CSCI-C 202 or INFO-I 210 and CSCI-C 251 or INFO-I 201 with grades of C or better. Systematic study of data structures encountered in computing problems, structure and use of storage media, methods of representing structure data, techniques for operation on data structures. Lecture and laboratory.

CSCI-C 346 Software Engineering (4 cr.) P: CSCI-C 343 with a C or better. The theory and practice of software engineering applied to the design and implementation of software systems. Course topics include practical issues of software requirement analysis and specification, design, modeling, tools, project management, construction, testing, deployment, and operation and maintenance, as well as computing ethics and professional practice.

CSCI-C 390 Individual Programming Laboratory (1-3 cr.) P: Department consent. Before enrolling, a student must arrange for an instructor to supervise the activity. Student will design, program, verify, and document a special project assignment selected in consultation with the instructor.

CSCI-C 421 Digital Design (3-4 cr.) P: CSCI-C 251, CSCI-C 335. Organization and logic design of digital systems. Course presents a structured design philosophy, emphasizing hardware building blocks, circuit synthesis, microprogramming. In the laboratory students build, study, and debug a working minicomputer from elementary hardware components. Lecture and laboratory.

CSCI-C 431 Assemblers and Compilers I (4 cr.) P: CSCI-C 311, CSCI-C 335, and CSCI-C 343 with grades of C or better. Design and construction of assemblers, macroprocessors, linkers, loaders, and interpreters. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization.

CSCI-C 445 Information Systems I (3-4 cr.) P: CSCI-C 343. Analysis, design and implementation of information systems from user needs to a running system. Hardware organization and its impact on storage structures. Structures and techniques for accessing and updating information: primary and secondary indices, sequential and multilinked files. Computer modeling of information using hierarchal, network and relational techniques and operations with these models. Current database system and query languages.

CSCI-C 455 Analysis of Algorithms (4 cr.) P: MATH-M 216 or MATH-M 120 and CSCI-C 343 with grades of C or better. Models, algorithms, recurrences, summations, growth rates. Probabilistic tools, upper and lower bounds; worst-case and average case analysis, amortized analysis, dynamization. Comparison-based algorithms: search, selection, sorting, hashing. Information extraction algorithms (graphs, databases). Graph algorithms: spanning trees, shortest paths, connectivity, depth-first search, breadth-first search.

CSCI-C 458 Intelligent Robots (4 cr.) P: CSCI-C 343 with C or better or consent of instructor. This course presents a broad overview of robotics in practice and research with topics including: robot control, perception, localization, planning, mapping, navigation, learning, and swarm approaches. The course focuses on a hands-on approach to introducing the concepts in robotics, using autonomous mobile robots.

CSCI-C 463 Artificial Intelligence I (4 cr.) P: CSCI-C 311 and CSCI-C 343 with grades of C or better. Historical roots, philosophical thesis, and goals of artificial intelligence research. Basic problem-solving methods. Heuristics and heuristic search. Game-playing programs. Reasoning and knowledge representation. Predicate calculus, semantic networks, frames, and

other representation systems. Introduction to production systems. Goal-directed systems.

CSCI-C 490 Seminar in Computer Science (1-3 cr.)

P: Consent of instructor. Special topics in computer science.

CSCI-N 211 Introduction to Databases (3 cr.)

P: CSCI-C 106 or EDUC-W 200 with a C or better. Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.

CSCI-N 341 Introduction to Client-side Web

Programming (3 cr.) P: CSCI-C 201 or INFO-I 210 with a C or better. Introduction to programming focusing on the client sided programming environment. Essential algorithm design, client-side programming using languages commonly embedded in Web browsers. Lecture and laboratory.

CSCI-N 342 Server-side Programming for the Web

(3 cr.) P: CSCI-C 201 or INFO-I 210 with a C or better. Designing and building applications on a Web server. Focuses on issues of programming applied to Web servers. Emphasis on relational databases concepts, data design, languages used on the server, transaction handling, and integration of data into Web applications.

CSCI-P 422 Web Enterprise Systems (4 cr.) In this class, you will learn to use various software packages that support web programming systems. Topics include appropriate programming language essentials, database design and development, application configuration, web controls, user authentications, form validations, master pages, email notifications, payment handling, transaction security, etc. Students will develop an advanced web/database application with respect to current industry standards of web/database applications.

CSCI-P 434 Distributed Systems (4 cr.) P: CSCI-C 343 and CSCI-C 237. Principles of distributed systems including system design, distributed algorithms, consistency and concurrency, and reliability and availability. The role of these foundational issues in distributed file systems, distributed computing, and data-driven systems.

CSCI-P 436 Introduction to Operating Systems (4 cr.)

P: CSCI-C 343 & CSCI-C335 with a C or better. C: CSCI-C311. Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, and mechanisms for event coordination. Lecture and laboratory.

CSCI-P 445 Capstone Project I Design (2-4 cr.)

P: CSCI-C 346 and ENG-W 234 or ENG-W 290 with grades of C or better. Student teams, under supervision of university faculty or an external sponsor, choose a design project, investigate alternate solutions and submit a preliminary project design. Periodic oral and written project progress reports are required. Course topics include practical issues of software design, development, quality assurance, and deployment, as well as computing ethics and professional practice. This course should be

completed in the student's final Fall semester. CSCI-P445 and P446 must be completed as a Fall/Spring Sequence. If a student fails to complete CSCI-P446 the semester immediately following the completion of CSCI-P445, the student must repeat CSCI-P445 in a future semester in order to complete the sequence.

CSCI-P 446 Capstone Project II Implementation

(2-4 cr.) P: CSCI-P 445 with a C or better in the semester immediately preceding enrollment in P446. Student teams, under the supervision of university faculty or an external sponsor, complete the design and implement the project began in CSCI-P 445. Periodic oral and written project progress reports are required. The project will result in a software application, written report, and final presentation. Course topics include practical issues of software design development, quality assurance, and deployment, as well as computing ethics and professional practice. This course should be completed in the student's final Spring semester. CSCI-P445 and P446 must be completed as a Fall/Spring Sequence. If a student fails to complete CSCI-P446 the semester immediately following the completion of CSCI-P445, the student must repeat CSCI-P445 in a future semester in order to complete the sequence.

EALC-J 101 Elementary Japanese 1 (4 cr.) Introduction to the spoken and written Japanese language and to Japanese culture and civilization. Emphasis on practical use and understanding of everyday Japanese language and customs, to prepare the student for life in Japan or for interacting with Japanese people in the United States.

EALC-J 102 Elementary Japanese 2 (4 cr.) P: EALC-J 101 or Instructor Consent. Continuing introduction to the spoken and written Japanese language and to Japanese culture and civilization. Emphasis on practical use and understanding of everyday Japanese language and customs, to prepare the student for life in Japan or for interacting with Japanese people in the United States.

EALC-J 201 Second-Year Japanese 1 (3 cr.) P: EALC-J 102 or Instructor Consent. Continuation of EALC-J 102. Mainly practical spoken and written Japanese, and understanding Japanese lifestyles and ways of thinking.

EALC-J 202 Second-Year Japanese 2 (3 cr.) P: EALC-J 201 or Instructor Consent. Continuation of EALC-J 201. Mainly practical spoken and written Japanese, and understanding Japanese lifestyles and ways of thinking.

EALC-J 301 Third Year Japanese 1 (3. cr.) P: EALC-J 202 or equivalent or Instructor Consent. Review of grammatical points acquired in the first and second year Japanese. More advanced level of speaking, reading, writing, and listening proficiency.

EALC-J 302 Third Year Japanese 2 (3-4 cr.) P: EALC-J 301 or Equivalent or Instructor Consent. Review of grammatical points acquired in the first and second year of Japanese. More advanced levels of speaking, reading, writing and listening proficiency.

EALC-J 401 Fourth-Year Japanese I (3 cr.) P: EALC-J 302 or equivalent or Instructor Consent. Emphasis on advanced reading skills.

EALC-J 402 Fourth-Year Japanese II (3 cr.) P: EALC-J 401 Continuation of J401. To develop advanced skills in Japanese for speaking, reading, and writing.

EALC-J 498 Individual Studies in Japanese (1-3 cr.)

P: Instructor Consent. A faculty directed study in Japanese tailored to student interests and needs, pre-arranged between instructor and student.

EALC-J 491 Humanities Topics in Japanese (3 cr.)

P: Sophomore Standing. A course focused on teaching English in elementary school and the lower grades of Japanese junior high school, for students seeking to teach English in Japan. Students build actual skills in teaching English; making syllabi, lesson plans, exams, and grading rubrics. Students explore materials to cultivate understanding of the nature of teacher-student relationships in Japan; and how to conduct themselves in the proper manner in the Japanese school setting. Taught in English.

EALC-J 492 Hist/Cultural Topics Japanese (3 cr.)

P: Sophomore Standing. Emphasis on a topic in Japanese history or culture. Content selected to enhance specific language skills (reading, writing, speaking, listening).

ECON-E 101 Survey of Economic Issues & Problems (3 cr.)

For non-Business and non-Economics majors only. This is the first semester of a principles of Economics course for those who only need one Economics course. Basic economic principles applied to current social issues and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy. Not open to those with previous college-level economics courses.

ECON-E 103 INTRO TO MICROECONOMICS (3 cr.)

Scarcity, opportunity cost, competitive and non-competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

ECON-E 104 INTRO TO MACROECONOMICS (3 cr.)

Measuring and explaining aggregate economic performance, money, monetary policy, and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, and economic growth.

ECON-E 200 Fundamentals of Economics and an Overview (3 cr.)

Study of the basic institutions of market economy and the role they play in defining and pursuing economic goals in the U.S. economy. Emphasis is placed upon the effects of existing economic institutions; current economic policy alternatives as they affect both the individual and the society.

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

P: MATH-M 102, M110, M112, M114, M118, A118, T101 or above with a C- or higher. Scarcity, opportunity cost, competitive and non-competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems, such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

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

P: ECON-E 201. Measuring and explaining aggregate economic performance, money, monetary policy, and

fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems, such as inflation, unemployment, and economic growth.

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

P: MATH-M 122 or MATH-M118 and BUS-K 201 or EQUIVALENT EXCEL SKILLS. This course must be completed in the first 80 credit hours. Review of basic probability concepts, sampling, inference and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance and elementary decision theory.

ECON-E 280 Applied Statistics for Business and Economics I (3 cr.)

P: MATH-M 122 and BUS-K 201 or equivalent Excel skills. Summary measures of central tendency and variability. Basic concepts in probability and important probability distributions. Sampling, sampling distributions and basic estimation concepts such as confidence interval estimation and hypothesis testing. B.S. in Business students must complete ECON-E 280 and ECON-E 281 in first 80 hours of course work.

ECON-E 281 Applied Statistics for Business and Economics II (3 cr.)

P: BUS-K 201, MATH-M 119 and ECON-E 270 or MATH-K 300 Balanced coverage of statistical concepts and methods, along with practical advice on their effective application to real-world problems. Topics include simple and multiple linear regression, time-series analysis, statistical process control and decision making. Use of Excel in statistical applications required. B.S. in Business students must complete ECON-E 281 in first 80 hours of course work.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.)

P: ECON-E 200 or ECON-E 202. Consumer and producer theory; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory and welfare economics.

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.)

P: ECON-E 200 or ECON-E 202. Theory of income, employment, and the price level. Study of counter-cyclical and other public policy measures. National income accounting.

ECON-E 323 Urban Economics (3 cr.)

P: ECON-E 200 or ECON-E 202 and ECON-E 280 or ECON-E 270 and Junior standing. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services.

ECON-E 333 International Economics (3 cr.)

P: ECON-E 200 or ECON-E 202. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade, monetary standards, tariff policy, trade controls.

ECON-E 338 Business & Economic Applications of Geographical Information Systems (3 cr.)

P: ECON-E 200 or ECON-E 202 and ECON-E 280 or ECON-E 270 and Junior standing. The use of Geographic Information Systems (GIS) has become a standard feature amongst government and corporate agencies either for resource management or planning. In the corporate world, GIS is heavily used in locating businesses or retail outlets, food industries, transportation networks, etc. In this

course students will be exposed to various applications of GIS with a primary focus on business and economic issues. This course does not cover GIS programming and development of application programs.

ECON-E 340 Introduction to Labor Economics (3 cr.)

P: ECON-E 200 or ECON-E 202. Economic analysis of labor markets, including market structure and labor market policies. Topics include minimum wage, mandated benefits, labor unions, discrimination, welfare policy.

ECON-E 350 Money and Banking (3 cr.) P: ECON-E 200 or ECON-E 202. Monetary and banking system of the United States; problems of money and prices, of proper organization and functioning of commercial banking and Federal Reserve systems, of monetary standards, and of credit control; recent monetary and banking trends.

ECON-E 363 ENVIR & NAT RESOURCE ECON (3 cr.)

Basic theory and policy of such topics as pollution, resource depletion, environmental risk and resource conservation. Issues covered include limits to growth, quality of life and the appropriate roles for the private market and federal control.

ECON-E 408 UNDERGRAD RDGS IN ECONOMICS (3 cr.)

Individual readings and research. Restricted to majors in economics.

ECON-E 470 Econometric Theory and Practice (3 cr.)

P: ECON-E 200 or ECON-E 202 and ECON-E 281 The purpose of this course is to teach students to model and estimate economic problems effectively. Classical regression analysis and its most important exceptions (special cases) will be addressed. Understanding the intuition behind modeling the system and the subsequent results will also be heavily emphasized.

ECON-E 490 Advanced Undergraduate Seminar in Economics (3 cr.) Advanced intensive study of a topic area in economics. Topics will vary.

EDUC-A 399 Internship (0-6 cr.) An internship is an educational experience related to a student's degree program and career plan which applies what the student has learned to work situations. It involves a student, employer, and university sponsor. See Career Services for more information and to register.

EDUC-A 500 Introduction to Educational Leadership (3 cr.)

P: Permission required. 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.

EDUC-A 508 School Law and the Teacher (1-3 cr.)

P: Permission required. Focuses primarily on legal concerns affecting teachers in public secondary schools. Topics include tort liability; church-state relations; expression rights; children with disabilities; conditions of employment; discrimination and harassment; student testing; collective bargaining; teacher life-style choices; copyright concerns; teach contracts; and dismissal, recordkeeping practices and student discipline.

EDUC-A 510 School-Community Relations (2-3 cr.)

P: Permission required. This course investigates characteristics of the community school, including the multicultural quality of the community. It also explores adapting the educational program to community needs,

using community resources in instruction, and planning school-community relations programs.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.)

Individual research or study with School Administration faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products.

EDUC-A 608 Legal Perspectives on Education (3 cr.)

P: Permission required. This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 625 Administration of Elementary Schools (3-6 cr.)

P: EDUC-A 500. Permission required. This course provides an overview of leadership at the elementary school level, including topics such as instructional leadership, personnel issues, managing support services and budgets, and building parent and community relationships.

EDUC-A 627 Secondary School Administration (3 cr.)

P: EDUC-A 500. Permission required. This course provides an overview of leadership at the secondary school level, including topics such as planning for instruction, personnel issues, managing support services and record keeping practices, coordinating extracurricular activities, and building parent and community relationships.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.)

P: Permission required. This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course investigates the concepts and practices of effective budget management.

EDUC-A 638 Public School Personnel Management (3 cr.)

P: Permission required. This course explores the background, present conditions, and future directions of school personnel management. It entails development and implementation of a school personnel management program and examination of problems and issues.

EDUC-A 695 Practicum in School Administration (1-3 cr.)

P: Permission of program coordinator. Provides closely supervised clinical experiences in various areas of educational leadership.

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)

P: Formal admission into teacher education. Development of objectives, teaching strategies, resources, and assessment procedures that facilitate the social learning of children in an integrated curriculum. Special attention is given to cognitive, affective, and psychomotor facets through concept learning, inquiry, decision making, values analysis, cooperative learning, and multicultural education. Students will participate in appropriate field experiences.

EDUC-E 328 Science in th Elementary Schools (3 cr.)

P: Formal admission into teacher education. Objectives, philosophy, selection, organization, and evaluation of

teaching methods and instructional materials. Inquiry teaching, concept development, field trip experiences, and use of multidisciplinary materials are stressed. Analysis of individual and group assessment processes are emphasized. Students will be expected to participate in appropriate field experiences.

EDUC-E 337 Classroom Learning Environments (3 cr.)

P: EDUC-F 200, EDUC-P 250, EDUC-P 251. This course focuses on the curriculum aspects of early childhood programs designed to meet ethnic and cultural differences and on planning, utilizing, and evaluating learning environments. Selection of materials and activities and the acquisition of skills for using these to stimulate children's development are major focuses.

EDUC-E 338 The Early Childhood Educator (3 cr.)

Includes the role of the teacher as a professional educator including professional responsibilities, legal rights and responsibilities of teachers and students, school and community relations, and involvement in professional organizations. A major emphasis is on parent involvement and parent education.

EDUC-E 339 Methods of Teaching Language Arts (3 cr.)

P: Formal admission into teacher education. Development of language in the child with emphasis on linguistics, creative language, dramatics, usage, handwriting, spelling, listening, and writing process. Attention given to individual and group processes of teaching, to the whole language approach, to disability and cultural awareness, and to appropriate kinds of hardware and software. Students will participate in appropriate field experiences.

EDUC-E 340 Methods of Teaching Reading I (3 cr.)

P: Formal admission into teacher education. General overview of the reading program with emphasis on development, content, word recognition and comprehension skills and strategies, the whole language approach, and instructional processes as applied to classroom teaching. Students will be expected to participate in appropriate field experiences.

EDUC-E 341 Methods of Teaching Reading II (3 cr.)

P: Formal admission into teacher education. Diagnostic and prescriptive methods and materials for use in corrective instruction in reading, including minority and special needs groups, with development of an appreciation for hardware and software that will facilitate instruction. Students will be expected to participate in appropriate field experiences.

EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)

P: Formal admission into teacher education. Focus is on individualized and cooperative learning techniques used in a diagnostic/prescriptive mathematic laboratory program for all learners with attention to implementation of the National Council of Teachers of Mathematics curriculum and evaluation standards for school mathematics. Stresses the design of appropriate and innovative affective, psychomotor, and cognitive experiences. Gives emphasis to the developmental approach to mathematic learning and teaching.

EDUC-E 449 Trade Books and the Teacher (3 cr.)

P: EDUC-P 250 and EDUC-E 339. C: EDUC-E 339, EDUC-E 440.

Emphasis on the use of trade books for teaching language arts and reading, K-8. Historical and contemporary literature will be used to examine objectives and techniques of instruction.

EDUC-E 490 Research in Elementary Education (1-3 cr.)

Individual research.

EDUC-E 495 Workshop in Elementary Education (1-6 cr.)

For elementary school teachers. Gives 1 credit hour for each week of full-time work.

EDUC-E 506 Curriculum in Early Childhood Education (2-6 cr.)

Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas.

EDUC-E 507 Evaluation of Classroom Behavior (3 cr.)

The child as a learner; goals for early childhood programs; organizing the instructional setting including teacher roles and methods of assessing behaviors, Use of this knowledge in organizing and evaluating self and a child in a program.

EDUC-E 508 Seminar in Early Childhood Education (1-3 cr.)

Seminar will be based on current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs.

EDUC-E 513 Workshop in Elementary Social Studies (1-6 cr.)

Means for improving the teaching of social studies in the elementary school.

EDUC-E 514 Workshop in Elementary Language Arts (1-6 cr.)

Means for improving the teaching of language arts in the elementary school.

EDUC-E 515 Workshop in Elementary Reading (1-6 cr.)

Means for improving the teaching of reading in the elementary school.

EDUC-E 516 Workshop in Elementary School Science (1-6 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 (1-6 cr.)

Individual or group study of problems within the field of elementary education.

EDUC-E 524 Workshop in Early Childhood Education (1-6 cr.)

Individual and group study of the problems of nursery school and kindergarten education.

EDUC-E 525 Advanced Curriculum Study in Early Childhood (3 cr.)

In-depth study of those educators and philosophers, past and present, who have influenced early childhood curricula. Emphasis on the beliefs of Dewey, Piaget, Vygotsky, Montessori, Eisner, and Bruner and how they influence each student's educational belief system.

EDUC-E 535 Elementary School Curriculum (3 cr.)

Social, economic, and educational forces influencing changes in the curriculum of the elementary school;

observation and study of the curriculum and methods of evaluating it.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (1-3 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, substantive issues, essential pedagogies, and content of elementary social studies curriculum. Also examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms.

EDUC-E 548 Advanced Teaching of Science in the Elementary School (3 cr.) Designed for experienced teachers to gain greater proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle school teaching.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes the basic communication skills and significant trends and materials.

EDUC-E 590 Independent Study or Research in Elementary Education (1-3 cr.) P: Permission required. Individual research or study with an Elementary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, E590 should not be used for study of material taught in a regularly scheduled course.

EDUC-F 100 Topical Exploration in Education (1-3 cr.) This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching, and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component.

EDUC-F 200 Examining Self as Teacher (3 cr.) P: ENG-W 131 with a C (2.0) or above. Designed to help 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. Students will be expected to participate in appropriate field experiences in schools. A significant paper will be required.

EDUC-F 201 Exploring the Personal Demands of Teaching (2 cr.) This course examines the personal demands of teaching in an Interpersonal Process Laboratory. Particular emphasis is put on interpersonal communication skills (self-disclosure, active listening, questioning, observation). It also explores the nature of teaching in American schools with emphases on the nature of the profession and of teacher education programs; school curricular issues, societal issues

impacting schools, the legal aspects of teaching; and on how schools are organized and financed.

EDUC-F 202 Exploring the Personal Demands of Teaching Practicum (1 cr.) This course expands the skills gained in F201 into a field experience (school classroom). Designed to assist students in career decision-making through a self-examination and discussions of the pre-service teacher's interactions, understanding, and communication with students in the classroom. Students will be expected to participate in appropriate field experiences.

EDUC-F 203 Topical Exploration in Education (1-3 cr.) This number identifies a one-semester course on a particular topic, established at the request of a faculty member and by the approval of the Academic Affairs Committee. Applies only as elective credit.

EDUC-F 401 Topical Explorations in Education (0-3 cr.) This course will explore various topics of relevance to education, both in the United States and abroad.

EDUC-F 500 Topical Exploration in Education (1-3 cr.) The goal of this course is to bridge the gap between beginning computer users and beginning multimedia developers. The focus of the assignments will be on personal development of strategies and skills to be used in solving problems that arise during multimedia construction. A variety of multimedia software and hardware solutions will be presented including virtual reality, audio and video applications. Student will work on multimedia projects. Some will be undertaken individually while more complex media may involve the formation of teams and/or class projects.

EDUC-G 500 Orientation to Counseling (3 cr.) Focus is on the student, self-concept, interpersonal relationship skills, and an overview of the field of counseling. Philosophical, ethical, and social cultural basis of helping relationships.

EDUC-G 504 Counseling Theory and Techniques II: Behavior and Family Systems (3 cr.) Analysis of major behavior and family counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) An analysis of statistical, psychometric, socio-metric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Lifestyle and Career Development includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes and career development exploration techniques.

EDUC-G 523 Laboratory in Counseling and Guidance (3 cr.) Laboratory experience, counseling, analysis of

counseling interviews, role playing and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (1-3 cr.)

C: EDUC-G 532. Requires acceptance into the clinical cohort. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.)

Requires acceptance into the clinical cohort. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 542 Organization and Development of Counseling Programs (3 cr.)

Requires acceptance into the clinical cohort. Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies.

EDUC-G 550 Internship in Counseling (1-6 cr.)

Requires acceptance into the clinical cohort. Counseling experience in school or agency situations. Under supervision, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection. Special application required.

EDUC-G 562 School Counseling (3 cr.) Requires acceptance into the clinical cohort. Foundations and contextual dimension of school counseling. Knowledge and skills for the practice of school counseling, Developmental Counseling, Program development, implementation and evaluation. Consultation, Principles, practices and applications of needs assessment. Provides an overall understanding of the organization of schools and the functions of the counselor and counseling program.

EDUC-G 570 Human Sexuality (3 cr.) This is an introductory graduate-level course dealing with all areas of human sexuality that a person might encounter in day-to-day living. Topics will include sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

EDUC-G 575 Multicultural Counseling (3 cr.) This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice.

EDUC-G 585 Contemporary Issues in Counseling (3 cr.) Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists. Students will conduct research on emerging developments reported in the counseling literature.

EDUC-G 590 Research in Counseling & Guidance (1-3 cr.) P: Consent of instructor. Individual research for students in the clinical cohort or post masters counseling students.

EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention (3 cr.) Introduction to etiology and

symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of Adult Children of Alcoholics/Abusers and families of abusers.

EDUC-G 596 Counseling Supervision (3 cr.) Limited to post masters students in counseling. Introduction to counseling supervision theory, methods, and techniques. Special attention to ethical and legal obligations. Closely directed experience in supervising beginning graduate students.

EDUC-H 427 Education Through Travel (2-6 cr.)

Provides an opportunity to visit historical and cultural areas in foreign countries. Individually arranged.

EDUC-H 520 Education and Social Issues (3 cr.)

Identification and analysis of major issues in education as related to the pluralistic culture of American society.

EDUC-H 553 Travel Study (1-6 cr.)

Provides an opportunity to visit historical and cultural areas of the United States and many foreign countries.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)

First course for the Master's degree in Curriculum & Instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.)

Student will critically examine several approaches to individualizing instruction.

EDUC-K 200 Introduction to Practicum in Special Education (0-1 cr.)

Structural practicum in public and/or private and regular special education programs. Emphasis on seminar sessions focusing on prevalence and general functions levels of exceptional individuals.

EDUC-K 205 Introduction to Exceptional Children (2-3 cr.)

P: Formal admission into teacher education. Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children; with attention to disability awareness and appropriate instructional processes.

EDUC-K 343 Education for the Socially and Mentally Disturbed I (3 cr.)

A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.)

P: Permission of instructor. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; stresses development of individual teaching skills; emphasizes classroom experiences with disturbed children.

EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped (3 cr.)

P: Permission of instructor. The purpose of this course is to familiarize students with the application of formal and informal assessment information in making decisions regarding classification and placement of educable mentally retarded and emotionally disturbed children.

EDUC-K 352 Educating Students with Learning Disorders. (3 cr.) P: Permission of instructor. Educational programs for optimum growth and development of mildly mentally handicapped and learning disabled students. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials.

EDUC-K 453 Management of Academic and Social Behavior (3 cr.) P: Permission of instructor. Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 480 Student Teaching in Special Education (9-12 cr.) P: Successful completion of SDP3. Provides experiences with students with exceptional needs in school setting under the direction of a supervising teacher.

EDUC-K 488 Supervised Teaching in Special Education (3-12 cr.) Provides students an opportunity to teach exceptional children under the supervision of a licensed special education teacher and a University special education supervisor.

EDUC-K 490 Research in Special Education (3 cr.) Variable title course. Focus is on what special educators need to know and be able to do.

EDUC-K 490 Topic: Partnerships (3 cr.) P: Permission of instructor. Active exploration of community, social agencies, school and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

EDUC-K 490 Topic: Assistive Technology, TBI, Autism, Functional Curriculum (3 cr.) P: Permission of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Study of low and high assistive technology for routine and customized access to general education curriculum.

EDUC-K 495 Laboratory/Field Experiences in Special Education (1-3 cr.) C: Consent of instructor.

EDUC-K 500 Topical Workshop in Special Education (1-3 cr.) Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) P: Permission of instructor. Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics.

EDUC-K 544 Education of the Socially and Emotionally Disturbed II (3 cr.) P: Permission of instructor. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; stresses development of individual teaching skills, emphasizes classroom experiences with disturbed children.

EDUC-K 553 Classroom Management and Behavior Support (3 cr.) P: Permission of instructor. Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior.

EDUC-K 563 Diagnosis and Remediation of Learning Disabilities I (3 cr.)

EDUC-K 588 Supervised Teaching in Special Education (3-12 cr.) P: Permission of instructor. Provides for an opportunity to student teach in ED, EMR, or LD classrooms.

EDUC-K 590 Topic: Partnerships (3 cr.) P: Permission of instructor. Active exploration of community, social agencies, school, and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

EDUC-K 590 Topic: Assistive Technology, TBI, Autism, Functional Curriculum (3 cr.) P: Permission of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Study of low and high assistive technology for routine and customized access to general education curriculum.

EDUC-K 590 Topic: Methods of High Incidence (1-3 cr.) P: Permission of instructor. Application of research-based best practices in designing, delivering, and monitoring specialized instruction for students with exceptional needs across settings. Instruction focusing on general education outcomes with or without adaptations and modifications.

EDUC-K 590 Independent Study or Research in Special Education (1-3 cr.) P: Permission of instructor. Individual research or study with a Special Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 595 Supervised Teaching in Special Education (3 cr.) P: Consent of instructor. Provides for closely supervised field experiences in various areas of special education.

EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity (3 cr.) Define assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing,

language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning.

EDUC-L 436 MTHD & MTLs FOR TEACHING ESL (3 cr.) Emphasizes practices, strategies, and materials needed by teachers in English as a second language setting. Whole language approaches, including developing comprehension, speaking, writing and reading will be utilized via hands on experiences with a variety of materials.

EDUC-L 441 BILINGUAL EDUC - INTRO (3 cr.) Introduction to the development of bilingual/bicultural education in the U.S. - its antecedents, the rationale, theories, and comparison of existing bilingual/bicultural programs.

EDUC-L 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and between the various expressions of language. Always includes topics on pragmatics, semantics, grammar and dialect.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary Schools (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 520 Advanced Study in Foreign Language Teaching (3 cr.) Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels. Separate sections as needed for teachers of French, German, Russian, and Spanish.

EDUC-L 524 Language Education Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 530 Topical Workshop in Literacy, Culture, and Language Education (1-6 cr.) P: Consent of instructor. Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a second or foreign language, foreign languages, and reading.

EDUC-L 535 Teaching Adolescent/Young Adult Literature (3 cr.) The course highlights and analyzes recent young adult literature acknowledging significant, earlier texts and their distinguishing features. It also considers curricular and pedagogical issues salient to the adoption of young adult literature, particularly related to reader-centered approaches and multicultural curricula.

EDUC-L 539 Language Foundations for ESL/EFL Teachers (1-3 cr.) Focus on identification of systematic aspects of English that could challenge English Language Learners at different proficiency levels of language acquisition. Students engage in the discussion and

development of modification approaches that address language needs in content classes with attention to socio-cultural aspects of language use and language learning experiences of diverse students.

EDUC-L 540 ESL/EFL Instruction and Assessment Approaches (1-3 cr.) The course provides an overview of various approaches to instruction and assessment that incorporate the current thinking in the field. Includes discussion of content-based models of language instruction and standardized, alternative, and authentic forms of assessment.

EDUC-L 559 Trade Books in Elementary Classrooms (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-M 101 Laboratory/Field Experiences (0-3 cr.) A laboratory or field experience in education for freshmen.

EDUC-M 201 Laboratory/Field Experiences (0-3 cr.) A laboratory or field experience in education for freshmen.

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) This course is designed to introduce 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 Laboratory/Field Experience (0-1 cr.) A laboratory or field experience.

EDUC-M 303 Lab/Field Experience: Junior High/Middle School (0-3 cr.) Laboratory or field experiences at the junior high or middle school level.

EDUC-M 310 General Methods (2-3 cr.) P: Formal admission into teacher education. An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to lesson planning and curriculum development, classroom management and organization, theories of development, individual needs of children, cultural pluralism, legal rights and responsibilities of professionals, evaluation, parent involvement, individual elementary-age learning styles, use of technology, professional development, and characteristics of effective teachers.

EDUC-M 311 MTHD FOR KINDERGTM/ELEM TCHR (3 cr.)

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) P: Formal admission into teacher education. Individualized and interdisciplinary learning methods, hardware and software, ethnic and minority factors, measurement and evaluation, teaching and curriculum development, and organization of the secondary school.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-E 241, EDUC-M 310, EDUC-M 311, EDUC-M 301. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing material suitable for the first six grades.

EDUC-M 333 Arts Experiences for the Elementary Teachers (2 cr.) P: Formal admission into teacher education. This course provides basic skills and processes for creating, refining, and presenting works of dance, music, theatre, and visual art and for integrating these

processes and works with learning experiences across other content areas. Students will be expected to participate in appropriate field experiences.

EDUC-M 350 Integrating The Arts and Physical Education Into The Elementary Classroom (3 cr.)

Develop a knowledge base to work collaboratively with special area elementary teachers on integrating the arts and physical education in elementary classrooms.

EDUC-M 356 Health & Wellness for Teachers (2 cr.)

P: Formal admission into teacher education. This course provides health and wellness information and stresses the role of early and middle childhood teachers in promoting good health and physical fitness, providing a safe environment, and understanding basic nutrition concepts. The effects of these health and wellness concepts on child development and learning are examined. Students will be expected to participate in appropriate field experiences.

EDUC-M 401 Laboratory/Field Experience (0-3 cr.)

Laboratory or field experience for seniors. Laboratory or field experience for seniors.

EDUC-M 425 Student Teaching in the Elementary School (0-12 cr.)

P: Formal admission into teacher education. Classroom teaching and other activities associated with the work of a full-time elementary classroom teacher. One course may normally be taken concurrently if the responsibilities of the course do not interfere with the student teaching responsibilities. S/F grades are given.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)

P: Formal admission into teacher education. Concerns and problems of teaching social studies, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)

P: Formal admission into teacher education. Concerns and problems of teaching science, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)

P: Formal admission into teacher education. Concerns and problems of teaching English, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)

P: Formal admission into teacher education. Concerns and problems of teaching mathematics, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 464 Methods of Teaching Senior High/Junior High/Middle School Reading (3 cr.)

P: Formal admission into teacher education. Curriculum, methods, and materials for teaching students to read more effectively in the subject content areas.

EDUC-M 470 Practicum (3-8 cr.)

P: EDUC-S 486. Teaching or experience under the direction of an identified supervising teacher and with University provided supervision in the endorsement or minor area and at the level appropriate to the area and in an accredited school

within the State of Indiana unless the integral program includes experience in an approved and accredited out-of-state site. The practicum may be full or part-time but in every instance the amount of credit granted will be commensurate with the amount of time spent in the instructional setting.

EDUC-M 480 Student Teaching in the Secondary School (10 cr.)

Under the direction of the supervising teacher, each student assumes responsibility for teaching in the student's own subject matter area in a cooperating secondary school. Requires a minimum of 10 weeks full time. Must be taken the same semester as secondary methods.

EDUC-M 500 Integrated Professional Seminar (0-6 cr.)

This seminar if linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 501 Laboratory/Field Experience (0-3 cr.)

A laboratory field experience in Education for graduate students.

EDUC-M 514 Workshop in Social Studies Education (1-6 cr.)

Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school.

EDUC-M 550 Practicum (3-6 cr.)

P: Characteristics and methods courses with a minimum grade of B (3.0), and permission of instructor. This course provides teaching experience in an accredited school. Student evaluated on S/F basis only.

EDUC-N 443 Teaching Elementary School Math

Problem Solving (2 cr.) P: Formal admission into teacher education. The purpose of this course is to enhance the pedagogical content knowledge of elementary education teachers when teaching mathematics to students in grades preK-6. Specifically, the course is designed to enhance pre-service teachers' understanding of the learning and teaching of mathematics by providing them the opportunity to closely examine: (a) students' reasoning, (b) instructional strategies, (c) assessment procedures, and (d) curriculum materials. Furthermore, in the course students examine diagnostic and remedial instructional techniques for the teaching of mathematics across the grade levels. Students will be expected to participate in appropriate field experiences.

EDUC-N 517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.)

P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics programs for specific school situations.

EDUC-N 523 Workshop in Elementary Modern

Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Math Teachers Workshop (1-6 cr.) For experienced teachers. Ideas on curriculum trends and teaching techniques; recent source materials; analysis of problems; development of new educational materials. One credit hour is offered for each week of full-time work.

EDUC-N 543 Advanced Study in the Teaching of Mathematics in 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-P 248 Elementary School Child Development (2 cr.) P: Formal admission into teacher education. This course provides an understanding of physical, emotional, social, and cognitive development in a school marked by a diversity of cultural, social and personal traits. Also, the role of the teacher in supporting positive development in students. The selection of materials and activities that respond to and stimulate children's development will be emphasized. Evaluating the physical environment of the school and classroom will also receive priority. Students will be expected to participate in appropriate field experiences.

EDUC-P 250 General Educational Psychology (1-4 cr.) P: EDUC-F 200 with a minimum grade of C (2.0). The study and application of psychological concepts and principles as related to the teaching-learning process, introduction to classroom management, measurement/evaluation, and disability awareness.

EDUC-P 251 Education Psychology for Elementary Teacher (3 cr.) P: Formal admission into teacher education. The study and application of psychological concepts and principles as related to the teaching-learning process, motivation, intelligence, classroom management, measurement and evaluation, disability awareness, and multicultural components. Students will be expected to participate in appropriate field experiences.

EDUC-P 312 Learning: Theory into Practice (3 cr.) P: Formal admission into teacher education. This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment.

EDUC-P 313 Adolescents in a Learning Community (2 cr.) P: Formal admission into teacher education. For students seeking admission to a teacher education program. Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Also, the role of the teacher in understanding and responding to adolescent needs in this environment.

EDUC-P 320 Classroom Assessment (3 cr.) P: Formal admission into teacher education. The purpose of this course is to build a foundation for understanding the nature, purpose, and philosophies that drive assessment in schools. The predominant goal of

Classroom Assessment is to ensure careful, introspective, analytical thought concerning best practices in this area of education. Students will be expected to participate in appropriate field experiences.

EDUC-P 407 Psychological Measurement in the Schools (2-3 cr.) P: EDUC-P 250. Application of measurement principles in 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.

EDUC-P 506 Topical Workshop in Educational Psychology: Variable Title (0-3 cr.) Individual and group study of selected topics in the field of educational and school psychology.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. Analysis of representative problems and of the teacher's assumptions about human behavior and its development.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to educational and clinical practice. Topics include: biological development, cognitive development, language acquisition, emotional and social development.

EDUC-P 516 Adolescent Behavior and Development (3 cr.) Examination of major theories and findings concerning biological, cognitive, social, and emotional development during adolescence, emphasizing educational and clinical implications. Topics may include: puberty and adolescent health, identity development, decision-making, the role of families, peers and romantic relationships, schools and achievement, and socioemotional problems in adolescence.

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 pupils' problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes. Designed for teachers, administrators, and pupil personnel workers.

EDUC-P 575 Developing Human Potential (1-6 cr.) Theory and techniques of humanistic psychology as they relate to the helping professions. A variety of readings and experiences emphasize applications in human relations skills, self-image, values and stress management. Course assignments include applications to both personal and professional life.

EDUC-Q 200 Introduction to Scientific Inquiry (1-3 cr.) Course provides the elementary education major with

background in the science process skills needed to complete required science courses.

EDUC-Q 213 Earth and Environmental Teaching Methods (2-3 cr.) This course prepares students to teach environmental and geology-astronomy topics. Science activities that develop elementary level understanding will be presented in class and utilized in field teaching and field trip situations. Modules for outdoor and laboratory experiences constitute the elective hour.

EDUC-Q 450 Science, Technology and Society in a Changing World (3 cr.) Critical perspectives on the social aspects of science and technology in our lives in the world around us, and throughout history. Issues include economic development, the environment, communication and war.

EDUC-Q 490 Research in Science Education (1-6 cr.) Individual research and study in Science Education.

EDUC-Q 514 Workshop in Junior High School/Middle School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems. One credit hour is offered for each week of full-time work.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 550 Science, Technology and Society in a Changing World (3 cr.) Critical perspectives on the social aspects of science and technology in our lives, in the world around us, and throughout history. Issues include economic development, the environment, communication and war.

EDUC-Q 590 Independent Study or Research in Science Education (1-3 cr.) Individual research or study with a Science Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-R 505 Workshop in Instructional Systems Technology (Variable Title) (1-6 cr.) P: EDUC-R 531 or consent of the Computer Licensure Coordinator. Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g. multi-image, microcomputers, simulations/games. This is a service course that may or may not be applicable to IST majors depending on workshop topic and content.

EDUC-R 531 The Computer in Education (3 cr.) Required of all students pursuing teacher certification. Introductory course on computing which includes Web, computer applications and hardware. Participants will learn to create and use a range of digital and Web tools to promote student learning in the P-12 educational

settings and personal productivity. Contemporary digital instructional issues will be addressed.

EDUC-S 486 Principles of Junior High and Middle School Education (3 cr.) P: Formal admission into teacher education. Background, purposes, and developing roles of the junior high school and middle school. Emphasizes the curriculum and its organization, the student activity program, and guidance. For all students planning to teach in junior high and middle schools. Includes field experience.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research in Secondary Education. Must be taken for a letter grade; no S/F option.

EDUC-S 503 Secondary School Curriculum (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum as well as an examination of the subject areas, problems, trends, and challenges for the future and significant research in the field.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education.

EDUC-S 512 Workshop in Secondary Education (Variable Title) (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education in workshop format.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.) For junior high/middle school and secondary teachers as well as Reading Program candidates. The developmental reading program in junior high/middle school and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant readers.

EDUC-S 516 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.) Current methods and materials for secondary school English courses; guiding reading to meet literacy, historical, vocational, or scientific interests.

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.

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 590 Independent Study or Research in Secondary Education (1-3 cr.) P: Permission. Individual research or study with a Secondary Education faculty member, arranged in advance of registration. A one or two page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, S590 should

not be used for the study of material taught in a regularly scheduled course.

EDUC-U 207 Leadership Training (1-3 cr.) Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

EDUC-U 495 Seminar in Leadership Training (1-3 cr.) The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making (student leader course).

EDUC-W 200 Using Computers in Education (3 cr.) Introduction to instructional computing including Web, computer applications and hardware. Participants will learn to create and use a range of digital tools to promote student learning in educational settings and personal productivity. Contemporary digital instructional issues will be addressed.

EDUC-W 201 Beginning Technology Skills (1 cr.) P: Formal admission into teacher education. This course introduces instructional computing including Web, computer applications and hardware.

EDUC-W 301 Integrating Technology into Teaching I (1 cr.) P: Formal admission into teacher education. The purpose of this course is to enhance the pedagogical, technological and content knowledge of elementary education teachers when using digital applications and hardware resources with students in grades preK-6. Students will be expected to participate in appropriate field experiences.

EDUC-W 310 Integrating Technology K-12 (3 cr.) Explores various pedagogical approaches, design and implement technology-based lessons or K-12 classrooms, participate in professional development activities, and reflect on the integration of technology in the classroom. Learning will be documented and assessed through written assignments, and a teaching portfolio.

EDUC-W 401 Integrating Technology into Teaching II (1 cr.) P: Formal admission into teacher education. The purpose of this course is to enhance the pedagogical, technological and content knowledge of elementary education teachers when using digital applications and hardware resources with students in grades preK-6. Students will be expected to participate in appropriate field experiences.

EDUC-W 505 Professional Development Workshop (1-6 cr.) Workshop to meet specific professional needs.

EDUC-W 506 Using the Internet in K-12 Classrooms (3 cr.) P: EDUC-R 531 or the consent of the Computer Licensure Coordinator. Students will gain experience in utilizing the primary internet communication media; read, discuss, and report on how these technologies can be used with K-12 students; create and upload an educational website; locate and use interactive on-line education websites and educational games; write a paper outlining a series of internet-based activities they will use with their students.

EDUC-W 520 Planning for Technology Infrastructure (3 cr.) P: EDUC-R 531 or consent of Computer License Coordinator. This course addresses topics pertinent to

planning for and sustaining technology infrastructures such as strategic planning, budgeting, vendors and contracts, grant writing, Acceptable Use Policy, classroom technology, wireless access, Student Information Systems (SIS), Learning Management Systems (LMS), and Total Cost of Ownership. Students will assess the technology needs of a specific learning environment and write a proposal to upgrade the technology support for teachers and learners.

EDUC-W 540 Technology-Infused Curriculum (3 cr.) Course focuses on technology integration to promote critical thinking, global awareness, constructivist learning, collaboration, media literacy, high student motivation, higher-level thinking, and creativity. Students will learn about universal design, differentiation, instructional and assessment strategies, and planning techniques. Students will set curricular goals and design lessons for their own contexts.

EDUC-W 551 Educational Foundations for High Ability Students (3 cr.) Participants develop an understanding of the nature and needs of high ability individuals. Focus is on historical foundations, theories and philosophies and laws and policies related to high ability education. Identification and selection strategies, characteristics, and educational program opportunities are also emphasized.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Participants examine issues related to curriculum design, adaptation, implementation, and evaluation. Curricular theories and models as well as subject matter modifications and administrative and program management concerns will be studied.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Participants concentrate on teaching strategies that benefit gifted and talented learners. Opportunities are provided to select, develop, and evaluate educational materials for art and academic programs and to observe a group of high ability students in a special program.

EDUC-W 595 Practicum: High Ability Students (3 cr.) In this course, emphasis is on learning through field activities with in-class feedback related to the education of students who have high abilities in academic and/or arts areas. Focus is on developing leadership abilities through actively pursuing grants, creating workshops and websites, and other educational supports for high ability students.

EDUC-X 100 Practice in Reading and Study for Self Improvement (1-3 cr.) Individually guided computer instruction for self-improvement in reading/study related skills, such as grammar, speed reading, and spelling. Students complete tutorials at their own pace, followed by review and testing by assigned instructor.

EDUC-X 101 Techniques in Textbook Reading (2-3 cr.) Instruction and guided practice in techniques for learning from printed materials. Emphasis is on gaining information from text and practical retrieval and discussion of concepts. Much of the work is done on an individual basis.

EDUC-X 150 Reading/Learning Techniques I (1-3 cr.) Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary

development, word attack, reading comprehension, and reading rate. Contact the Student Development Center for more information.

EDUC-X 461 Topical Explorations in Books for Children (0-2 cr.) A survey of topics related to the use of books for children in the classroom. Course topics might include: a specific genre; reader-response theory; multicultural and international literature; books for toddlers and preschoolers; early readers and transitional chapter books; illustration as art; special needs; technology; media influences.

EDUC-X 470 PSYCHOLING TEACHERS OF READ (3 cr.) Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect.

EDUC-X 490 Research in Reading. (1-6 cr.) Individual research.

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: EDUC-E 545, or EDUC-S 514. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 525 Practicum in Reading (1-4 cr.) P: EDUC-E 545, EDUC-X 504, and other courses required for reading certification program, three years of teaching experience, and/or permission of the instructor. Application required. Diagnostic testing, reading interventions, compiling student records, and working with groups and individuals under supervised conditions.

EDUC-X 590 Research in Reading (1-6 cr.)
P: Permission required. Individual research.

ENG 553 STUDIES IN LITERATURE (3 cr.)

ENG-G 205 Introduction to the English Language (3 cr.) P: ENG-W 131 with a grade of C or higher. Acquaints the student with contemporary studies of the nature of language in general and of the English Language in particular.

ENG-G 207 English Grammar and Usage (3 cr.)
P: ENG-W 131 with a grade of C or higher. A brief look at English grammar, with emphasis upon current American usage; students will review verb usage, subject-verb agreement, pronoun usage, modifier usage, punctuation, and sentence structure.

ENG-G 301 History of the English Language (3 cr.)
P: ENG-W 131 with a grade of C or higher. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language, interrelationship of language and literature, evolution of modern phonology and syntax.

ENG-L 101 Ancient and Medieval World Literature (3 cr.) Literary masterpieces from Homer to Dante. Approved Arts and Sciences for the Western Tradition culture studies requirement of IU Students.

ENG-L 102 Modern World Literature (3 cr.) Literary masterpieces from Homer to the present. Aims to teach thoughtful, intensive reading, to introduce students to

aesthetic values in literature, and to make students aware of the enjoyment of reading.

ENG-L 103 Introduction to Drama (3 cr.) Significant plays from various times and countries to acquaint students with the conventions and types of drama; works by such playwrights as Sophocles, Shakespeare, Moliere, Ibsen, Strindberg, Shaw, Miller, and Albee.

ENG-L 104 Introduction to Fiction (3 cr.) Introduction to representative fiction and theories for interpreting fiction.

ENG-L 105 Appreciation of Literature (3 cr.)
An introduction to drama, fiction, and poetry, stressing the enjoyment and the humane values of each form. The course will provide experiences in listening to and studying visual adaptations of poems, novels, and dramas.

ENG-L 106 Introduction to Poetry (3 cr.) Representative poems in English; a course that enables students to read poetry with pleasure and to talk or write about it with ease.

ENG-L 107 Oriental World Masterpieces (3 cr.) Literary masterpieces from the Arabic, Persian, Indian, Japanese, Chinese, and Malay cultures.

ENG-L 140 Introduction to English Studies (3 cr.)
A comprehensive orientation to the field of English studies. In addition to providing academic advising, the course offers an overview of our curriculum, which includes our two concentrations in writing and literature, career opportunities related to the degree, and the kinds of reading, writing, and oral skills that are needed for success as a major and in a variety of professions.

ENG-L 201 Special Studies in Literature (3 cr.) Reading of literary works in relation to special themes and topics.

ENG-L 202 Literary Interpretation (3 cr.) AHLA development of critical skills essential to participation in the interpretive 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.

ENG-L 203 Introduction to Drama (3 cr.) Representative group of significant plays to acquaint students with characteristics of drama as a type of literature.

ENG-L 204 Introduction to the Novel and Short Story (3 cr.) Representative works of fiction; stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel.

ENG-L 205 Introduction to Poetry (3 cr.) A basic course that will enable students to talk and write about poetry.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers and treatment in British and American literature.

ENG-L 208 Topics in English and American Literature and Culture (3 cr.) P: ENG-W 131 with a grade of C or higher. Selected works of English and/or American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

ENG-L 209 Topics in American Literature and Culture (3 cr.) Selected works of American literature taught in relation to a single cultural problem or theme. Topics will vary from semester to semester.

ENG-L 210 Studies in Popular Literature and Mass Media (3 cr.) Popular literary modes in England and America, such as detective, western, fantasy; history and theories of "mass" or "popular" culture; uses of literacy. Literary analysis of particular mass media forms, including television drama. Topic varies.

ENG-L 211 English Literature to 1700 (3 cr.) Representative selections, with emphasis on major writers from Chaucer to 1700.

ENG-L 212 English Literature Since 1700 (3 cr.)

ENG-L 214 Literary Masterpieces (3 cr.) L214 covers major Western literary works from the Renaissance to the twenty-first century. Texts are selected from a variety of genres and nations, with an emphasis on works that have been particularly famous and influential. Works by Cervantes, Voltaire, Flaubert, Dostoevsky, Mann, Ibsen, Kafka, and others are typically included. Emphasis will be on making the literature accessible and interesting, relating it to historical events and contexts, and working on important reading and writing skills. Non-English works will be read in English translation.

ENG-L 220 Introduction to Shakespeare (3 cr.) A survey of Shakespeare's greatest plays and poems.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 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.

ENG-L 297 English Literature to 1600 (3 cr.) P: ENG-W 131. R: Any ENG-L 100-level course and ENG-L 202/371. Representative selections, with emphasis on major writers from Chaucer to Shakespeare and on their cultural context.

ENG-L 298 English Literature from 1600 to 1830 (3 cr.) P: ENG-W 131 with a grade of C or higher. R: Any ENG-L 100-level course and ENG-L 202/371. Representative selections, with emphasis on major writers from Donne to Byron and on their cultural context.

ENG-L 299 English Literature since 1830 (3 cr.) P: ENG-W 131 with a grade of C or higher. R: Any ENG-L 100-level course and ENG-L 202/371. Representative selections, with emphasis on major writers from Carlyle to the present and on their cultural context.

ENG-L 303 Medieval English Literature in Translation (3 cr.) P: ENG-W 131 with a grade of C or higher. Literature and civilization of medieval England. Selected works from Old and Middle English with attention to their relations with art, history, and other aspects of medieval culture.

ENG-L 305 Chaucer (3 cr.) P: ENG-W 131 with a grade of C or higher. Chaucer's works, with special emphasis on *The Canterbury Tales*.

ENG-L 308 Elizabethan Drama and Its Background (3 cr.) P: ENG-W 131 with a grade of C or higher. English

drama from Middle Ages to 1642; principal Elizabethan and Caroline dramatists and their best plays.

ENG-L 309 Elizabethan Poetry (3 cr.) P: ENG-W 131 with a grade of C or higher. Major Elizabethan poets, with special attention to Spenser.

ENG-L 313 Early Plays of Shakespeare (3 cr.) P: ENG-W 131 with a grade of C or higher. Close reading of at least seven early plays of Shakespeare.

ENG-L 314 Late Plays of Shakespeare (3 cr.) P: ENG-W 131 with a grade of C or higher. Close reading of at least seven later plays of Shakespeare.

ENG-L 317 English Poetry of the Early Seventeenth Century (3 cr.) P: ENG-W 131 with a grade of C or higher. Chief poets in England, 1600-1660.

ENG-L 318 Milton (3 cr.) P: ENG-W 131 with a grade of C or higher. Poetry and prose of John Milton, with special attention to *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Major poetry and prose, 1660-1730, with emphasis on Dryden, Swift, and Pope.

ENG-L 327 Later Eighteenth-Century Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Major poetry and prose, 1730-1800, with emphasis on Johnson and Boswell.

ENG-L 328 Restoration and Eighteenth-Century Drama (3 cr.) P: ENG-W 131 with a grade of C or higher. Development of English drama from the Puritan closing of playhouses to the beginning of the nineteenth century.

ENG-L 329 Romantic Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.

ENG-L 330 Major Romantic Writers 2 (3 cr.)

ENG-L 332 Romantic Literature (3 cr.) British literature and culture in the age of Romanticism and the revolutionary era (ca. 1780-1830). Poetry, fiction, drama, and non-fiction writings from major and minor authors, such as Austen, Blake, Byron, Coleridge, Scott, the Shelleys, Keats, Wollstonecraft, and the Wordsworths.

ENG-L 333 Victorian Literature (3 cr.) Will focus on one major Victorian writer's body of works (e.g. Dickens, Tennyson, Eliot, or Hardy) or family of writers (e.g. the Brontes, the Brownings). It is intended for English majors or for those with some literature and writing background.

ENG-L 335 Victorian Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Major poetry and prose, 1830 to 1900, studied against the social and intellectual backgrounds of the period.

ENG-L 345 Twentieth-Century British Poetry (3 cr.) P: ENG-W 131 with a grade of C or higher. Modern poets, particularly Yeats, Eliot, and Auden; some later poets may be included.

ENG-L 346 Twentieth-Century British Fiction (3 cr.) P: ENG-W 131 with a grade of C or higher. Modern fiction, its techniques and experiments, particularly

Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.) P: ENG-W 131 with a grade of C or higher. Forms, techniques, and theories of fiction as exemplified by such authors as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) P: ENG-W 131 with a grade of C or higher. Forms, techniques, and theories of fiction as exemplified by such Romantic and Victorian authors as Scott, Dickens, Eliot, and Hardy.

ENG-L 351 American Literature to 1865 (3 cr.) P: ENG-W 131 with a grade of C or higher. R: Any ENG-L 100-level course and ENG-L 202/371. American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 American Literature, 1865-1914 (3 cr.) P: ENG-W 131 with a grade of C or higher. R: Any ENG-L 100-Level course and ENG-L 202/371. American writers, 1865-1914: Mark Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature since 1914 (3 cr.) P: ENG-W 131 with a grade of C or higher. American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Novel: Cooper to Dreiser (3 cr.) P: ENG-W 131 with a grade of C or higher. Representative nineteenth-century American novels.

ENG-L 356 American Poetry to 1900 (3 cr.)

ENG-L 357 Twentieth-Century American Poetry (3 cr.) P: ENG-W 131 with a grade of C or higher. American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.) P: ENG-W 131 with a grade of C or higher. American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 360 American Prose (Excluding Fiction) (3 cr.) P: ENG-W 131 with a grade of C or higher. Major nonfiction prose forms, including the essay, the journal, and the sermon, as well as the literary aspects of biography, criticism, and historical writing.

ENG-L 361 Studies in 19th Century American Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Study of 19th century American literature focused on a particular literary, cultural, or thematic movement or issue of the time.

ENG-L 363 American Drama (3 cr.) P: ENG-W 131 with a grade of C or higher. Main currents in American drama to the present.

ENG-L 364 Native American Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. A survey of traditional and modern literature by American Indians, especially of the high plains and southwest culture areas, with particular attention to the image of the Indian in both native and white literature.

ENG-L 365 Modern Drama: Continental (3 cr.) P: ENG-W 131 with a grade of C or higher. Special attention to Ibsen, Chekhov, Pirandello, Brecht, and Sartre.

ENG-L 367 Literature of the Bible I (3 cr.) P: ENG-W 131 with a grade of C or higher. The Bible as a great masterpiece of literature. Focus on Old Testament.

ENG-L 369 Studies in British and American Authors (3 cr.) P: ENG-W131 with a grade of C or higher. Individual authors, topics may vary.

ENG-L 370 Recent Black American Writing (3 cr.) P: ENG-W 131 with a grade of C or higher. Exploration of the most recent black American authors, analyzing the ways in which these authors interpret their human condition and aesthetically analyzing how the authors use the tools of their craft to develop their themes.

ENG-L 371 Critical Practices (3 cr.) P: ENG-W 131 with a grade of C or higher. Literary criticism from ancient to modern times.

ENG-L 373 Interdisciplinary Approaches to English and American Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 374 Ethnic American Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Literature about the American ethnic experience, selected from among works by African American, Jewish American, Italian American, Irish American, Native American, Asian American, Hispanic American, and other ethnic authors.

ENG-L 378 Studies in Women and Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. British and American authors, such as George Eliot, Gertrude Stein; groups of authors, such as the Bronte sisters, recent women poets; or genres and modes, such as autobiography, film, criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) A survey of representative authors and works of American ethnic and minority literature with primary focus on Black, Hispanic, and Native Americans.

ENG-L 380 Literary Modernism (3 cr.) P: ENG-W 131 with a grade of C or higher. Phenomenon of modernism in early twentieth-century transatlantic literature, with emphasis on such writers as Joyce, Pound, Woolf, Stein, Lawrence, and Faulkner, studied in relation to social and artistic movements.

ENG-L 381 Recent Writing (3 cr.) P: ENG-W 131 with a grade of C or higher. 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.

ENG-L 383 Studies in British or Commonwealth Culture (3 cr.) P: ENG-W 131 with a grade of C or higher. Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian

England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 384 Studies in American Culture (3 cr.) P: ENG-W 131 with a grade of C or higher. Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Great Depression) with attention to the relations between literature, the other arts, and the intellectual or social milieu.

ENG-L 389 Feminist Literary and Cultural Criticism (3 cr.) P: ENG-W 131 with a grade of C or higher. Selected critical approaches to the issue of gender over time and in various cultural settings. Topics vary, including feminist criticism and popular culture, the history of feminist expository prose, deconstructionism, and feminism.

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.

ENG-L 394 Film and Literature (3 cr.) The course approaches the analysis of films through the cinematic equivalents of the tools of literary criticism. It will introduce students to the elements of filmmaking and the methods of literary analysis as a way of reaching an understanding of how films mean.

ENG-L 395 British and American Film Studies (3 cr.) P: ENG-W 131 with a grade of C or higher. Intensive study of specific topics related to film narratives; emphasis on American or British film as a cultural phenomenon. Topic varies.

ENG-L 406 Topics in African American Literature (3 cr.) P: ENG-W 131 with a grade of C or higher. Intensive study of specific topics in African American literature. Topic varies.

ENG-L 450 Seminar: British and American Authors (3 cr.) P: ENG-W 131 with a grade of C or higher. Intensive study of a major author or a school of closely related authors.

ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.) P: ENG-L 202/371 and three additional ENG-L courses or permission of instructor. Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (bildungsroman, the city and the country, the two-cultures question, the uses of literacy, etc.).

ENG-L 470 Seminar: Literature and Interdisciplinary Studies (3 cr.) P: ENG-W 131 with a grade of C or higher. Study of a body of English or American literature in relation to another discipline (philosophy, art, history, linguistics, psychology, etc.), or in light of critical theory (structuralist, psychoanalytic, genre theory, etc.)

ENG-L 480 Seminar: Literature and History (3 cr.) P: ENG-W 131 with a grade of C or higher. Study of a body of literature in relation to a period of history, to a theory of history, or to an historical theme.

ENG-L 495 Individual Reading in English (1-3 cr.)
P: Consent of instructor.

ENG-L 498 Internship in English (1-3 cr.) Supervised experience in teaching undergraduate English course or in editing departmentally based journal or allied publication.

ENG-L 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches.

ENG-L 625 Readings in Shakespeare (4 cr.) Critical analysis of selected texts.

ENG-L 651 American Literature 1609-1800 (4 cr.) Intensive historical and critical study of all genres from John Smith through Charles Brockden Brown.

ENG-L 655 AMER LIT & CULTURE 1900-1945 (3 cr.) Study of American literature and culture from the turn of the century to 1945.

ENG-L 680 Special Topics in Literary Study and Theory (4 cr.) Readings in sociological, political, psychological, and other approaches to literature.

ENG-L 695 Individual Readings in English (1-4 cr.)
Independent study.

ENG-W 100 Developmental Composition (3 cr.)
P: Placement according to the IU Southeast English Placement Process. Emphasizes writing paragraphs and larger compositions; learning and practicing forms of academic writing; developing varied sentence structure; review of mechanics and usage. This is a student development course, and credit does not apply toward a degree.

ENG-W 130 Principles of Composition (3 cr.)
P: Placement according to the IU Southeast English Placement Process. For students who need a semester of writing instruction before taking ENG-W 131. Practice in writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

ENG-W 131 Reading, Writing, & Inquiry I (3 cr.)
P: Placement according to the IU Southeast English Placement Process. W131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of sources in making and developing claims.

ENG-W 132 Elementary Composition 2 (3 cr.) P: ENG-W 131 with a grade of C or higher. Progresses from practice of simple description, narration, and exposition to practice of persuasion and documentation in support of a thesis.

ENG-W 203 Creative Writing (3 cr.) P: ENG-W 131 with a grade of C or higher. Exploratory course in writing in which students write both poetry and fiction. Taught as a workshop.

ENG-W 206 Introduction to Creative Writing (3 cr.)

Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

ENG-W 207 Introduction to Fiction Writing (3 cr.)

P: ENG-W 131 with a grade of C or higher. An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussions of student work in progress, seminar study of classic and contemporary examples of the genre.

ENG-W 231 Professional Writing Skills (3 cr.)

P: ENG-W 131 with a grade of C or higher or equivalent. To develop writing skills requisite for most professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing business and professional memos, letters, reports, and proposals.

ENG-W 234 Technical Report Writing (3 cr.)

P: ENG-W 131 with a grade of C or higher. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

ENG-W 250 Writing in Context (3 cr.)

P: ENG-W 131 or equivalent. A course designed to provide a subject-matter context for reading, writing, and research assignments of increasing complexity. Topics of general interest (e.g., autobiography, nature writing, science and society, teacher and child, American business, prison life, etc.) vary from section to section.

ENG-W 270 Argumentative Writing (3 cr.)

P: ENG-W 131 with a grade of C or higher. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertion and convincing arguments.

ENG-W 290 Writing in the Arts and Sciences (3 cr.)

P: ENG-W 131 with a grade of C or higher. An introduction to academic writing as a means of discovery and record. Study of and practice in the procedures, conventions, and terminology of the humanities, social sciences, and natural sciences. Research-intensive.

ENG-W 300 Writing for Teachers (3 cr.)

P: ENG-W 131 with a grade of C or higher. The study of writing in relation to the teaching of writing in the schools. Students will evaluate their own writing strengths and weakness and complete a series of writing assignments meant to improve their writing skills. Additionally, students will read current, selected works in composition theory and learn how to apply their new understandings about writing to various teaching situations.

ENG-W 301 Writing Fiction (3 cr.) P: ENG-W 203 and ENG-W 206.

ENG-W 303 Writing Poetry (3 cr.) P: ENG-W 203 and ENG-W 206.

ENG-W 303 WRITING POETRY (3 cr.) Further exploration in the art of poetry writing.

ENG-W 311 Writing Creative Nonfiction (3 cr.) P: ENG-W 203 and ENG-W 206. Writing workshop in such modes as personal essay, autobiography, or documentary.

ENG-W 315 Writing for the Web (3 cr.)

P: ENG-W 131 with a grade of C or higher. This course introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers - hypertext, electronic mail, and computer conferencing - and explores what impact these forms will have on literacy skills for writers and readers of such computer-delivered texts.

ENG-W 331 Business and Administrative Writing (3 cr.)

P: ENG-W 131 with a grade of C or higher. Emphasis on proposals, presentations, collaborative and individual reports needed within a business, administrative, or organizational setting. Students discover how the process and products of writing shape organizational culture by studying documents organizations use, from hiring to setting ethical standards, as they communicate both internally and globally.

ENG-W 350 Advanced Expository Writing (3 cr.)

P: ENG-W 131 with a grade of C or higher or equivalent. Close examination of assumptions, choices, and techniques that go into a student's own writing and the writing of others.

ENG-W 364 The Art of Magazine Editing for

Publication and Production (3 cr.) P: ENG-W 131 with a grade of C or higher. Examines the writing process from the perspective of the manager who supervises the writing of texts that become products: books, newsletters, websites, etc. It explores the document production process, focusing on design, desktop publishing, web publishing, and the stages of writing project management.

ENG-W 371 RHETORICAL PRACTICES (3 cr.)

Rhetorical theory and history from ancient to modern times.

ENG-W 395 Individual Study of Writing (1-3 cr.)

P: ENG-W 131 with a grade of C or higher. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing.

ENG-W 397 Writing Center Theory and Practice (3 cr.)

This course will introduce student tutors to research and theory on the writing process, revision, and writing centers, which assumed an important place in composition studies, as writing centers have been an entry point into the field for many scholars/teachers. Areas of focus are scholarship and pedagogy, politics of literacy education and development of reflective tutoring practices.

ENG-W 398 Internship in Writing (1-3 cr.)

Combines study of writing with practical experience of working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor.

ENG-W 401 Advanced Fiction Writing (3 cr.)

P: 6 credit hours in ENG-W 203/ENG-W 206, and ENG-W 301. Focused work in the art and profession of fiction writing.

ENG-W 403 Advanced Poetry Writing (3 cr.)

P: 6 credit hours in ENG-W 203/ENG-W 206, and ENG-W 303. Focused work in the art and profession of poetry writing.

ENG-W 405 Writing Prose Nonfiction (3 cr.)

P: ENG-W 131 with a grade of c or higher. Variable topics related to the production of non-fiction prose. Includes an intensive

written project that may involve research as well as production of essays.

ENG-W 411 Directed Writing (1-3 cr.) Description of project as assigned by instructor consenting to direct it. Individual critical projects worked out with faculty member. Credit varies with scope of the project.

ENG-W 420 Argumentative Writing (3 cr.) P: ENG-W 131 with a grade of C or higher. Presents argument as a process of inquiry. Applies critical and creative thinking to analyzing and composing effective argument. Addresses contexts and ideologies as a component of audience receptivity to ideas. Writers form and test ideas from pluralistic perspectives on controversial issues about which reasonable people disagree, including culture-sensitive issues such as gender, race, ethnicity, etc.

ENG-W 426 WRITNG NONFIC:POP&PROF PUBLCTN (3 cr.) Students in this Honors course will integrate and apply academic writing skills gained from their previous academic work. They will compose documents appropriate for business and organizational purposes and explore the marketing process for freelance writing.

ENG-W 490 Writing Seminar (3 cr.) P: Writing concentration majors must complete A) ENG-W 290, B) ENG-W 350 or ENG-W 420; and C) at least one other writing course (ENG-W) at the 200 level or above before enrolling in W490. W290 should be taken in the sophomore year. A capstone writing seminar for English writing concentration majors. Students will produce a major research-based project in nonfiction prose that will be presented in a public forum (such as a student research conference) or that contains another applied learning component to be approved by the instructor.

ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.) P: Graduate standing. Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG-W 501 PRACTICUM ON TEACHING OF COMP (3 cr.) Practical teaching of composition; current theories and policies.

ENG-W 508 GRAD CREATIVE WRITING-TEACHERS (3 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 600 TPCS IN RHETORIC & COMPOSITION (3 cr.) Covers selected issues in current composition and rhetorical theory.

ENG-W 609 Directed Writing Projects (1-4 cr.) Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance.

ENG-W 611 WRITING FICTION 1 (3 cr.)

ENG-W 615 Writing Creative Nonfiction (4 cr.) Writing workshop in such modes as personal essay, autobiography, and documentary.

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages.

FINA-A 102 Renaissance through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present.

FINA-A 150 Africa, New World, and Oceanic Art (3 cr.) A survey of the arts and cultures of the native peoples of Africa, North and South America, and the South Pacific. FINA-A 150 and FINA-A 458 may not both be taken for credit.

FINA-A 215 Ideation and Process (3 cr.) This course is designed to help Fine Arts/Design students develop their creative process deliberately and effectively. Working and researching both independently and collaboratively students will analyze, establish, and put into practice, strategies for concept development and creative problem solving as well as developing tools to help them approach, apply, and track a creative process from idea through construction and then to post-production assessment. Students will research and discuss their own creative practices as well as that of their peers and professional contemporaries. The course will include discussions, presentations and critiques, exercises, lectures, research, writing, and readings.

FINA-A 270 Women in the History of Art (3 cr.) P: ENG-W 131. Women artists from the Renaissance through modern times and the problems affecting women artists during these periods. Does not count as part of art history requirements for art majors.

FINA-A 315 Art of the Ancient World (3 cr.) P: ENG-W 131, ENG-W 290. A study of the architecture, sculpture, painting, and ceramics of the ancient world. Emphasis on ancient Greece and Rome.

FINA-A 322 Romanesque and Gothic Arts (3 cr.) P: ENG-W 131, ENG-W 290. Survey of the art of the high Middle Ages from the eleventh through the fifteenth centuries, with an emphasis on architecture and sculpture in England, France, Germany, and Italy.

FINA-A 343 American Art (3 cr.) P: ENG-W 131, ENG-W 290. The history of American art from colonial times to the present.

FINA-A 362 The Art of Japan (3 cr.) P: ENG-W 131, ENG-W 290. A survey of Japanese art from the Jomon to the nineteenth century.

FINA-A 400 Senior Seminar in Art History (4 cr.) P: Required of Art History majors. Senior standing and consent of instructor. Intensive examination of selected topics in art history.

FINA-A 401 Art Theory-Senior (3 cr.) Required of BA studio majors. Must be taken during the 400-level studio sequence. This course is designed to cover a broad range of concerns vital to the art major, including graduating senior exhibition, contemporary theory, continued study in graduate school, and/or careers in the professional art world.

FINA-A 402 Arts of Native North America (3 cr.) P: ENG-W 131, ENG-W 290. A survey of the history of

North American First Nations peoples' art from archaic to contemporary times.

FINA-A 403 Baroque and Rococo Art (3 cr.) P: ENG-W 131, ENG-W 290. The history of the art of both northern and southern Europe during the seventeenth and early eighteenth centuries.

FINA-A 404 Modernism: Art, Politics, and Innovation, 1850 to 1900 (3 cr.) P: ENG-W 131, ENG-W 290. This course will examine Western art from the mid- to the end of the nineteenth century. Topics will include Realism and Naturalism, the origins of the avant-garde, the emergence of photography, architecture and design in the age of industry, Impressionism, Post- and Neo-Impressionism, the appeal of the modern and modernity, newly developing modes of abstraction, symbolism, and the origins of the twentieth century artistic avant-gardes.

FINA-A 405 Art of the Northern Renaissance (3 cr.) P: ENG-W 131, ENG-W 290. The history of painting and sculpture outside Italy during the fifteenth and sixteenth centuries.

FINA-A 406 Art of the Italian Renaissance (3 cr.) P: ENG-W 131, ENG-W 290. The history of Italian art beginning with the Proto-Renaissance in the thirteenth century through the High Renaissance of the sixteenth century.

FINA-A 439 The Historical Avant-Gardes: Art from 1900 to 1945 (3 cr.) P: ENG-W 131, ENG-W 290. This course familiarizes students with the major historical avant-garde art movements from 1900 to 1945. Students will be introduced to Fauvism, Cubism, Futurism, Dada, Suprematism, Constructivism, and Surrealism, among others. Although the course focuses on Europe, the international manifestations of these movements will also be introduced.

FINA-A 440 Nineteenth-Century Painting 1 (3 cr.) P: ENG-W 131, ENG-W 290. Major painters and artistic movements in Western Europe and the United States during the nineteenth century.

FINA-A 451 Art of the South Pacific (3 cr.) P: ENG-W 131, ENG-W 290. A survey of the arts of Pacific island groups. Emphasis on Polynesia, Micronesia, and Melanesia.

FINA-A 452 Art of Pre-Columbian America (3 cr.) P: ENG-W 131, ENG-W 290. A survey of pre-contact arts of the Americas south of the Rio Grande.

FINA-A 456 The Art and Culture of Samoa, Western Polynesia (3 cr.) P: Consent of instructor. The program will take place in the independent Pacific nation of Samoa and will introduce students to Samoan art and culture. The course work is designed to provide the student with two options: a series of hands-on workshops on the heritage arts of textile creation and decoration led by specialist artists, or the development of an individual research or creative project.

FINA-A 457 Experimental Art Since 1945 (3 cr.) P: ENG-W 131, ENG-W 290. This course familiarizes students with major art movements in contemporary art since 1940 in Europe and the United States, and globally since 1980, introducing avant-garde art movements and

related transnational developments. It presents concepts of modernism and postmodernism, among others.

FINA-A 458 Topics in the Ethnographic Arts: The Art of Africa, the Pacific, and the Americas (3 cr.) P: ENG-W 131, ENG-W 290. Specific topics of particular interest in the ethnographic arts. Topics thematically based.

FINA-A 490 Topics in Art History (3 cr.) P: ENG-W 131, ENG-W 290. Individual topics vary. Will be listed in course schedule.

FINA-A 495 Reading and Research in Art History (1-4 cr.) P: ENG-W 131, ENG-W 290 and consent of instructor. Individual-directed study of art history topics.

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 artwork. Topics include digital imaging, communicative art, and interactivity. May be taken concurrently with FINA-F 100, FINA-F 101, or FINA-F 102.

FINA-D 310 Interactive Multimedia (3 cr.) P: FINA-S 217. A study of the principles and fundamental techniques for creating multimedia projects that explore their potential for critical artistic expression. The course will examine issues specific to onscreen interaction and time-based media. Tools such as Flash, Dreamweaver, and other supporting programs will be covered.

FINA-D 410 Advanced Multimedia (3 cr.) P: FINA-D 310. A broad range of aesthetic and conceptual issues related to digital material and electronic interactivity. Students are encouraged to develop art projects using digital multimedia, video, hypertext, or the incorporation of object-based media. Dialogue of timely issues through readings, screenings, websites, and gallery visits.

FINA-D 412 B.F.A. Digital Art (1-6 cr.) P: Admission into the B.F.A. program in digital art. Directed, advanced study and production of a body of work leading to B.F.A. exhibition. Students meet independently with instructor and in group critiques to maintain a dialogue and provide technical advice.

FINA-F 100 Fundamental Studio - Drawing (3 cr.) A basic course for the development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level on a two-dimensional surface. Problems in composition as well as hands-on work with the formal elements of art: line, shape, space, value, texture. May be taken concurrently with FINA-F 101, FINA-F 102, or FINA-D 210.

FINA-F 101 Fundamental Studio - 3D (3 cr.) A basic course in the area of three-dimensional design, with emphasis on the art elements of line, plane, and volume. Development of skills in basic media, techniques, and tools commonly used in the creation of three-dimensional art forms. Projects involve the three-dimensional processes of substitution and the additive and subtractive methods, including casting, modeling, carving, and constructing, through the use of a variety of sculptural materials. May be taken concurrently with FINA-F 100, FINA-F 102, or FINA-D 210.

FINA-F 102 Fundamental Studio - 2D (3 cr.) Emphasis on color theory and color relationships along with the principles and dynamics of two-dimensional design. May be taken concurrently with FINA-F 100, FINA-F 101, or FINA-P 273.

FINA-G 400 B.F.A. Final Review (0 cr.) Final portfolio review for B.F.A. program.

FINA-G 405 B.A. Senior Exhibition (0 cr.) Preparation of required senior exhibition of student artwork. Students will create, prepare and install creative works. Students will also design and distribute an announcement for exhibit.

FINA-G 551 Graduate Design (1-30 cr.) Graphic Design as an integral element of all visual communication media. Self-defined and assigned study to assure as wide as possible exposure to the problem solving process.

FINA-H 100 Introduction to Art History and Visual Culture (3 cr.) P: ENG-W 131. C: ENG-W 131 The purpose of this course is to acquaint students with outstanding works of art and provide an approach to appreciation through knowledge of purposes, techniques, forms, and content. Does not count toward the Fine Arts major.

FINA-N 108 Introduction to Drawing for Non-Majors (3 cr.) Drawing Fundamentals introduces the student to the basic elements of drawing. Line, shape, value, and perspective will be studied before moving on to the more complex use of color, landscape, and still life will be the source of subject matter for the semester.

FINA-N 110 Introduction to Studio Art (3 cr.) A general introduction to painting, drawing, printmaking, and ceramics for the nonmajor.

FINA-N 274 Digital Imaging (3 cr.) A course designed for non-art majors. Students will learn to apply basic art and design fundamentals to the personal computer. Areas such as page layout and illustration will be covered in assigned problems.

FINA-P 323 Introduction to Web Design (3 cr.) P: FINA-D 210 Recommended. Explore the vast potential and role of technology and graphics in web design, both as a platform for creating entire website prototypes and individual visual elements. An emphasis will be placed on obtaining strong conceptualization, content, functionality and software knowledge. This course aims to prepare the students for future website development. Knowledge of Mac Platform recommended.

FINA-S 165 Ceramics for Nonmajors (3 cr.) Introduction to ceramics through hand-building techniques, glazing and firing, and clay body preparations. Lectures and discussion included on ceramic techniques, aesthetics, and theory.

FINA-S 196 CERAMICS FOR NON-MAJORS PRINTMAKING FOR NON-MAJORS (3 cr.) Understanding of basic printmaking techniques through hands-on experience with monotype, relief, and intaglio (etching).

FINA-S 200 Drawing 1 (3 cr.) P: FINA-F 100. Introduction to drawing through a variety of drawing media, stressing basic visual awareness; seeing, representing, and technical command on a two-dimensional surface.

Problems in handling placement, line, space, volume, value, and formal articulation.

FINA-S 210 Printed and Dyed Textile Design I (3 cr.) Introduction to continuous yardage design on fabrics by block printing. Experiments with small silkscreens, tie-dye, and batik.

FINA-S 217 Video Art (3 cr.) P: FINA-F 100, FINA-D 210. Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction with development of a visual sensitivity. Reading and a research project are required.

FINA-S 230 Painting 1 (3 cr.) P: FINA-F 100, FINA-F 102. Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings.

FINA-S 239 PAINTING FOR NON-MAJORS (3 cr.) Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings. (Will not count toward a major in Fine Arts.)

FINA-S 240 Printmaking 1 (3 cr.) P: FINA-F 100, FINA-F 102. Introduction to printmaking. Study of traditional and contemporary techniques, including, but not limited to intaglio (etching), monotype, and relief. Problems in pictorial composition will be emphasized along with understanding of technique. Appreciation and sensitivity to the art of the print will be cultivated.

FINA-S 250 Graphic Design 1 (3 cr.) Drawing and perception in the history and practice of visual communication, including a basic introduction to the field and exercises with pencil, marker, computer, and other tools, to produce symbols, letter forms, and symbol-letter combinations.

FINA-S 254 Beginning Typography (3 cr.) P: FINA-F 100, FINA-F 101, and FINA-P 273. The study of the art of typography. The course focuses on learning and applying basic typographical terminology as it relates to the field of graphic design.

FINA-S 260 Ceramics 1 (3 cr.) P: FINA-F 100, FINA-F 101. Introduction to ceramics through hand building techniques, glazing and firing, and clay body preparation. Lectures and discussion included on ceramic techniques, aesthetics, and theory.

FINA-S 270 Sculpture 1 (2-3 cr.) Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and subtractive techniques include: wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization and creative problem solving.

FINA-S 291 Fundamentals of Photography (3 cr.)

P: FINA-S 217. Basic practice of digital camera operation, exposure calculation, exposing, image file management, image optimization and digital printing. Guidance toward establishment of a personal photographic aesthetic.

FINA-S 301 Drawing 2 (3 cr.) P: FINA-S 200.

Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of visual awareness. Continued problems from FINA-S 200 with additional emphasis on individual awareness and sensitivity to media, surface, and content.

FINA-S 305 Internship: Graphic Design (1-12 cr.)

P: Permission of instructor required. Practical experience in graphic design.

FINA-S 306 Digital Illustration (3 cr.) P: FINA-F 100,

FINA-D 210. An introduction to digital drawing and painting. Emphasis is on developing conceptual skills and narrative compositions.

FINA-S 310 Photography (3 cr.) Photography introduces students to the digital darkroom. The course offers an overview of digital photography and imaging software used to enhance, manipulate and montage photographs. Students will explore a variety of ways to express visual ideas through digital images. Assignments explore visual creative problem solving and creative output of fine art photographs.

FINA-S 331 Painting 2 (3 cr.) P: FINA-S 230.

Intermediate course in painting, with an emphasis on the technical command of both oil and acrylic media. Continued study in composition and pictorial design in painting. Further development in traditional and modern methods of paint application with an emphasis on individual experimentation.

FINA-S 341 Printmaking 2: Intaglio (3 cr.) P: FINA-S

240. Continuation of intaglio study begun in FINA-S 240, with emphasis on traditional and contemporary modes of expression. Semester work includes experimentation with color printing techniques. Problems in pictorial composition will be stressed with emphasis on technical competency.

FINA-S 343 Printmaking 2: Lithography (3 cr.) P: FINA-S

240. Advanced study with emphasis on plate and stone lithography. Problems in pictorial composition, drawing issues, and experimentation with technique will be stressed.

FINA-S 344 Printmaking 2: Silkscreen (3 cr.) P: FINA-S

240. Intermediate screen-printing techniques.

FINA-S 345 Life Drawing (3 cr.) P: FINA-S 200.

Detailed study of the human form. Emphasis will be on rendering, mood, expression, and skeletal and muscular structure.

FINA-S 348 Printmaking 2: Relief (3 cr.) P: FINA-S 240.

Intermediate relief printing techniques.

FINA-S 351 Graphic Design 2 (3 cr.) P: FINA-F

100, FINA-D 210. Studies in visual communication concentrating on typography as it relates to other design elements in practical design application.

FINA-S 352 Graphic Design 3 (3 cr.) P: FINA-S 250,

FINA-S 351. Graphic design course emphasizing production techniques.

FINA-S 361 Ceramics 2 (3 cr.) P: FINA-S 260.

Continued practice in ceramics and introduction to throwing on the wheel. Lectures and discussion included on techniques, aesthetics, and theory.

FINA-S 371 Sculpture 2 (3 cr.)

Development of skills in both traditional and contemporary sculpture methodology. Rotating semester topics include figurative sculpture, carving, casting, steel/wood construction, computer-aided machining and rapid prototyping, installation art, and public art. Emphasis on the exploration of ideas through the sculptural form and knowledge of materials and historical traditions.

FINA-S 392 Intermediate Photography (3 cr.)

Practice of black and white photography: camera work, darkroom practices, appreciation of photographs and experience in expressive use of the medium.

FINA-S 401 Drawing 3 (3 cr.) P: 6 hours in FINA-S 301.

Advanced drawing from the model and other sources using a variety of media, both conventional and invented. Craftsmanship, content, and personal style are stressed.

FINA-S 405 B.F.A. Drawing (1-6 cr.) P: FINA-S 200 and

accepted into B.F.A. studio major. Continuing opportunity for extensive practice in the drawing craft. Craftsmanship, content, and personal style are stressed.

FINA-S 417 Hand Papermaking (3 cr.)

This course will introduce students to the basic techniques of creating hand-made sheets of paper from both recycled and beaten fibers. Students will experiment with various fibers, additives, pigments, and pulp painting techniques to create one-of-a-kind sheets of hand-formed papers.

FINA-S 431 Painting 3 (3 cr.) P: FINA-S 331.

Advanced course in painting aimed at the continued mastery of technical skills, with an emphasis on individual solutions to pictorial and conceptual problems in painting.

FINA-S 432 B.F.A. Painting (1-6 cr.) P: FINA-S 230

and accepted into B.F.A. studio major. Concentrated studio projects within the framework of the B.F.A. painting program. Attention to content, craftsmanship, intent, and resources.

FINA-S 438 Water Media (3 cr.)

This class is intended to give students experience in painting with water-based media, including acrylic, watercolor, and mixed media. This course is comprised of studio practice (both in-studio and outside), demonstrations, slide presentations and critiques.

FINA-S 441 Printmaking 3: Intaglio (3 cr.) P: 6 credits in

FINA-S 341 or FINA-S 343. Advanced problems in intaglio and color printing techniques for qualified students.

FINA-S 442 B.F.A. Printmaking (1-6 cr.) P: FINA-S 240

and accepted into B.F.A. studio major. Directed advanced study in printmaking.

FINA-S 443 Printmaking 3: Lithography (3 cr.) P: 6

credits in FINA-S 341 or FINA-S 343. Advanced work in lithography, including color-printing techniques for qualified students.

FINA-S 444 Printmaking III Silkscreen (1-20 cr.)

Advanced work in silkscreen for qualified students. Also open for non-M.F.A. printmaking students on the graduate level.

FINA-S 445 Relief Printmaking Media (1-3 cr.) Relief printmaking media: woodcut, linocut, monotype, and collograph. Students create prints in each medium in both black-and-white and color using a variety of traditional and innovative techniques such as photo and the computer.

FINA-S 451 Graphic Design 4 (3 cr.) P: FINA-S 250, FINA-S 351, FINA-S 352. Professional problem solving in graphic design.

FINA-S 452 B.F.A. Graphic Design (1-6 cr.) P: FINA-S 250 and accepted into B.F.A. studio major. Directed, advanced study in graphic design.

FINA-S 461 Ceramics 3 (3 cr.) P: FINA-S 361. Advanced study in ceramic studio practice. Advanced study of finishing techniques, clay body preparation, and glaze formulation. Lectures and discussion included on techniques, aesthetics, and theory. Individualized course of study with a concentration on artistic development.

FINA-S 462 B.F.A. Ceramics (1-6 cr.) P: FINA-S 260 and accepted into B.F.A. studio major. Continuing opportunity for extensive practice in clay techniques.

FINA-S 463 Topics in Studio Ceramics (3 cr.) P: FINA-S 260 or consent of instructor. Selected specialized topics in studio ceramics.

FINA-S 490 Advanced Photography I (3 cr.)

FINA-S 492 Advanced Photography 2 (1-20 cr.)

FINA-S 495 Advanced Photo Systems (3-5 cr.) The photographic process as a system, study of the nature and behavior of its several components, and the manner and means of their interaction.

FINA-S 497 Independent Study in Studio Art (1-6 cr.)

Advanced independent work in studio area of student's choice. Emphasis on self-motivation and self-direction in addition to intensive furthering of skills and concepts already obtained in studio classes.

FINA-S 531 Graduate Painting (1-30 cr.)

FINA-S 541 Graduate Printmaking (1-30 cr.)

FINA-S 561 Graduate Deramics (1-30 cr.)

FINA-T 338 Special Topics in Digital Media (3 cr.)

Various topics in new media.

FINA-U 400 B.F.A. Seminar: Sources and Resources - Professional Skills in Fine Arts (3 cr.) Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art.

FINA-U 401 Special Topics in Studio Art (3 cr.) Special topics in studio art not ordinarily covered in other Fine Arts program courses.

FREN-F 100 Elementary French I (4 cr.) Students who have studied French must take a placement test before enrolling. Introduction to French language and selected aspects of French civilization and culture. Some online work will be required.

FREN-F 150 Elementary French II (4 cr.) P: FREN-F 100 or by placement test. Students who have studied French must take a placement test before enrolling. Introduction to French language and selected aspects of French civilization and culture. Some online work will be required.

FREN-F 200 Second-Year French I (3 cr.) P: FREN-F 150 or by placement test. Grammar, composition, and conversation coordinated with the study of expository, literary, and cultural texts. Some online work will be required.

FREN-F 203 SECOND-YEAR FRENCH I (3 cr.)

Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 204 SECOND-YEAR FRENCH II (3 cr.)

Composition, conversation, and grammar coordinated with the study of expository and literary texts.

FREN-F 250 Second-Year French II (3 cr.) P: FREN-F 200 or by placement test.

Grammar, composition, and conversation coordinated with the study of expository, literary, and cultural texts. Some online work will be required.

FREN-F 300 Lectures et analyses littéraires (3 cr.)

P: FREN-F 250. Preparation for more advanced work in French literature. Readings and discussions of one play, one novel, short stories or essays, and poems.

FREN-F 305 Chefs-d'oeuvre de la littérature française I (3 cr.) P: FREN-F 250.

Drama and literature of ideas. Dramatists such as Corneille, Racine, Moliere, Beaumarchais, and Sartre; essayists and philosophes such as Descartes, Pascal, Voltaire, Diderot, and Camus. Lectures and discussion in French.

FREN-F 306 Chefs-d'oeuvre de la littérature française II (3 cr.) P: FREN-F 250.

Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing sixteenth-, nineteenth-, and twentieth-century poetry. Lectures and discussion in French.

FREN-F 312 Readings in French Literature in Translation (3 cr.)

Representative readings emphasizing a particular author, genre, or topic in French literature. The subject may vary with each listing, and is identified in the Schedule of Classes. No credit in the concentration area for French majors.

FREN-F 313 Advanced Grammar and Composition I (3 cr.) P: FREN-F 250.

Detailed review of grammar. Writing practice.

FREN-F 314 Advanced Grammar and Composition II (3 cr.) P: FREN-F 313.

Detailed review of grammar. Writing practice.

FREN-F 315 French Conversation and Diction I (3 cr.)

P: FREN-F 250. Course devoted to more advanced oral and continual work with phonetics.

FREN-F 316 French Conversation and Diction II (3 cr.)

P: FREN-F 315. Course devoted to more advanced oral and continual work with phonetics.

FREN-F 320 Travaux Pritiques De Pron Fr (2 cr.)

P: FREN-F 250. In-depth study of the French sound system and refinement of pronunciation through practical exercises.

FREN-F 363 Introduction à la France moderne (3 cr.)

P: FREN-F 313. The development of French culture and civilization in the twentieth century, with an emphasis on the events that shaped modern France, the structure of daily life, and its institutions.

FREN-F 391 Studies in French Film (3 cr.) P: FREN-F 313 or permission of instructor. Analysis of major French art form, introduction to modern French culture seen through medium of film art, and study of relationship of cinema and literature in France.

FREN-F 415 La Culture francophone (3 cr.) P: FREN-F 363 or permission of instructor. Francophone 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 culture. A variety of resources, from cultural and literary readings to musical/film selections will be exploited.

FREN-F 461 La France contemporaine (3 cr.) P: FREN-F 363. France since 1945; political, social, economic, and cultural aspects.

FREN-F 474 Theme et version (3 cr.) P: FREN-F 313. Translations of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages.

FREN-F 475 Le Français Oral: Cours Avancé (3 cr.)

P: FREN-F 315 or permission of instructor. This course will build upon the oral and aural skills developed in intermediary level courses in French with intensive oral/aural practice both inside and outside the classroom.

FREN-F 495 Individual Readings in French (1-3 cr.)

GEOG-G 107 Physical Systems of the Environment (3 cr.) An examination of the physical environment as the home of human beings, with emphasis on the distribution and interaction of environmental variables and energy flow through the system.

GEOG-G 108 Physical Systems of the Environment - Lab (2 cr.) Concurrent or previous enrollment in GEOG-G 107 recommended. Laboratory study of the physical environment.

GEOG-G 110 Introduction to Human Geography (3 cr.)

An exploration of social and cultural phenomena as these are expressed and distributed across the earth's surface. Topics include population, migration, language, religion, customs, political divisions, agriculture, industry, and urbanization.

GEOG-G 201 World Regional Geography (3 cr.)

Geographical analysis of regions occupied by European cultures and of indigenous spatial developments in non-Western areas.

GEOG-G 213 Introduction of Economic Geography (3 cr.)

Principles of economic geography, including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of interregional trade.

GEOG-G 304 Physical Climatology (3 cr.)

P: GEOG-G 107 with a C or better. Introduction to the physical basis of the climate system from the global to the local scale, emphasizing the surface energy and water balances.

Examples are drawn from forested, agricultural, urban, and aquatic environments, as well as issues related to climate change. Develops skills used to study and quantify climate processes.

GEOG-G 307 Biogeography (3 cr.) P: GEOG-G 107 with a C or better. An analysis of the spatial distribution of natural biota with regard to physical and ecological processes.

GEOG-G 308 Disasters: Natural and Human Induced (3 cr.)

P: Minimum of 6 credit hours in one or a combination of physical and biological sciences. Study and analysis of the causes, nature, and geographical occurrence of natural and human-induced disasters. Examines the workings and consequences of disasters and hazards facing humankind.

GEOG-G 315 Environmental Conservation (3 cr.)

P: GEOG-G 107 with a C or better. The study of the conservation of natural resources, including soil, water, air, wildlife, and forests, as interrelated components of the natural and human environments, emphasizing a unified ecological approach. Current problems relating to pollution and environmental quality.

GEOG-G 321 Geography of Europe (3 cr.)

Geographical analysis of the physical features of the European environment and the spatial patterns and interrelationships of the cultural, economic, and political landscapes. Emphasis placed on the impress of man on the environment through long-term occupancy.

GEOG-G 323 Geography of Latin America (3 cr.)

Geographical analysis of the terrain, resources, climate, culture, and historical and economic development of the nations south of the Rio Grande.

GEOG-G 326 Geography of North America (3 cr.)

Continental and regional variations in terrain and climate and the economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

GEOG-G 333 Introductory Cartography (3 cr.)

Use, interpretation, and sources of topographic maps, thematic maps, vertical aerial photographs, and related materials. Includes projections and grids, relief symbolization, map classification, mapping agencies, and the history of maps and mapping.

GEOG-G 338 Geographic Information Science (3 cr.)

Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database design, introductory and intermediate GIS operations, and case studies of real-world GIS applications. Laboratory exercises will provide significant hands-on experience.

GEOG-G 345 Field Study in Geography (1-3 cr.)

Faculty supervised fieldwork in selected areas of geography.

GEOG-G 369 The Geography of Food (3 cr.)

Promotes understanding of the history and geographic distribution of the world's food cultures. Focuses on the material aspects of food and food's relationship to society. Increases knowledge of food and cultures through reading, discussion and cooking.

GEOG-G 404 Geography of Soils (3 cr.)

P: GEOG-G 107 or GEOL-G 100 with a C or better. Soil genesis,

morphology, and classification; soil's physical, chemical, mechanical and biological properties. Soil maps and related data in land use analysis and the planning process.

GEOG-G 418 Historical Geography (3 cr.) Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples.

GEOG-G 425 Africa: Contemporary Geographic Problems (3 cr.) Contemporary geographic problems confronting the countries of sub-Saharan Africa are examined. Topics include urbanization, rural-urban migration, unemployment, agriculture, healthcare, analysis of terrain, resources, and aspects of the natural environment.

GEOG-G 432 Current Issues in Environmental Conservation (3 cr.) P: GEOG-G 315 with a C or better. Qualitative and quantitative analysis of topics of special importance in regard to environmental quality, including such topics as air and water quality, radiation, energy, and waste disposal.

GEOG-G 438 Advanced Geographic Information Systems (3 cr.) P: GEOG-G 338 with a C or better. Basic concepts and principles underlying polygon and grid-based geographic information systems are explored. Computerized data capture, storage, retrieval, analysis, and display techniques, as applied to geographic information, are explored through the development of individual student projects.

GEOG-G 439 Seminar in Geographic Information Systems (3 cr.) P: GEOG-G 438 with C or better and consent of instructor. Extension of GEOG-G 438 that develops advanced methods of spatial data analysis in the context of GIS. Emphasis on applications and individualized projects.

GEOG-G 450 Undergraduate Readings and Research in Geography (1-3 cr.) P: Junior or senior standing and consent of instructor. Individualized readings and research in geography.

GEOG-G 460 Geography Internship (1-6 cr.) P: Junior or Senior standing and departmental coordinator consent. Requires 40 hours of work per 1 hour of credit. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm.

GEOG-G 490 Senior Seminar in Geography (3 cr.) P: Junior or senior standing and consent of instructor. Open to majors only. Research in selected problems and study of geographic thought.

GEOG-G 500 Research Problems in Geography (3-4 cr.) Examination of current research areas and research problems in geography. Introduction to research design and research methods.

GEOG-G 501 Research Problems in Geography II (3 cr.) Further development of research formulation and design skills. Approaches to geographic research and the preparation of research problem statements and proposals that may lead to thesis or dissertation research.

GEOL-G 100 General Geology (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere.

Formation and modification of earth materials, landforms, continents, and oceans throughout geologic time. Geological records in selected areas. Lectures, laboratory, field trips. Credit given for only one of the following geology courses: GEOG-G 100, GEOG-G 103, or GEOL-G 110.

GEOL-G 180 Dinosaurs (3 cr.) A survey of the characteristics and evolution of dinosaurs. Topics include the occurrence of dinosaur remains in the fossil record, basic anatomy, principles used in classification, types of predatory and plant-eating dinosaurs, environments occupied during life, behavior, extinction theories, dinosaurs in the media and the public eye. Credit not given for both GEOL-G 180 and GEOL-G 301.

GEOL-G 210 Oceanography (3 cr.) Study of the physical and biological features of the ocean environment.

GEOL-G 221 Introductory Mineralogy (4 cr.) P: GEOL-G 100 with a C or better. The study of minerals, including chemical composition, classification, crystallography, description, identification, occurrence, origin, and physical properties.

GEOL-G 222 Introduction to Petrology (4 cr.) P: GEOL-G 221 with a C or better. The study of igneous, metamorphic, and sedimentary rocks: composition, occurrence, characteristics, classification, origin, description, and identification.

GEOL-G 300 Environmental and Urban Geology (3 cr.) P: GEOL-G 100 with a C or better. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Credit not given for both GEOL-G 300 and GEOG-G 315.

GEOL-G 323 STRUCTURAL GEOLOGY (3 cr.) Nature and origin of primary and secondary structural features of the Earth's crust, with emphasis on mechanics of deformation and origin, and three-dimensional problems illustrating structural concepts.

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.) P: GEOL-G 221 with a C or better. Interrelationship of sedimentation and stratigraphy; processes and factors influencing genesis of sedimentary strata; provenance, depositional environment, sedimentary facies, paleoecology; analytical techniques; application of principles of interpretation of stratigraphic record. Laboratory study of sediments and sedimentary rocks.

GEOL-G 341 Natural History of Coral Reefs (3 cr.) P: Department consent required. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

GEOL-G 400 Energy: Sources and Needs (3 cr.) P: GEOG-G 107 with a C or better. Scientific and political constraints on the production and utilization of energy from various sources. Energy balance of the United States.

GEOL-G 409 Independent Study in Geology (1-3 cr.) P: Department consent required. Supervised independent study of topics and techniques in geology that are not available in formal courses in the department.

GEOL-G 410 Undergraduate Research in Geology (1-3 cr.) P: Junior/Senior standing and consent of

instructor. Field and laboratory research in selected problems in geology.

GEOL-G 411 Invertebrate Paleontology (3 cr.) Structure, classification, habitats, and geological history and significance of the invertebrate phyla. Laboratory study of fossils.

GEOL-G 415 Geomorphology (3 cr.) P: GEOL-G 100 with a C or better. Origin, classification, description, and interpretation of landforms. Natural processes that form landscapes, surficial geologic materials, and soils. Credit not given for both GEOL-G 415 and GEOG-G 407.

GEOL-G 419 Sedimentary Geology of Dinosaur-Bearing Rocks (2 cr.) P: Consent of instructor. Five-day, six-night field course in Colorado, Utah, and Wyoming. Focus is on presenting simple concepts of geology and paleontology utilized in reconstructing the ancient landscape, climate and environments of deposition of important dinosaur-bearing formations.

GEOL-G 420 Regional Geology Field Trip (1-3 cr.) P: One course in geology and consent of instructor. Seminar and field investigation of selected regions for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphologic, or other geological relationships.

GEOL-G 424 Geographic Information Systems Applications in Geology (3 cr.) Concepts and use of Geographic Information System (GIS) and Global Positioning System (GPS) technologies are introduced during intensive laboratory sessions. Field work, conducted in the Indiana University Research and Teaching Preserve, involves mapping of pertinent features using GPS units, followed by additional data collection aimed at attributing specific mapped features.

GEOL-G 427 Introduction to X-ray Mineralogy (3 cr.) C: GEOL-G221. Instructor Permission. Theory and practice of X-ray powder diffraction and Energy Dispersive X-ray Analysis. Diffractometer and Dispersive X-ray methods and their application to the identification and the characterization of minerals.

GEOL-G 430 PRINCIPLES OF HYDROLOGY (3 cr.)

GEOL-G 435 Glacial and Quaternary Geology (3 cr.) The Quaternary Period is examined with a focus upon the last glaciation with specific reference to Northwest Indiana. Topics include glacier processes, glacial sediments, glacial landforms and landform assemblages, specific glacial lake processes, sediments and drainage events, dating methods, soil mechanics and environmental applications. Field trips are mandatory.

GEOL-G 451 Elements of Hydrogeology (3 cr.) P: GEOL-G 100 & GEOL-G 107 with a C or better. Physical and chemical properties of water, chemical equilibria and stable isotopes in groundwater; acid drainage, landfills, and agricultural pollution; Darcy's Law, fluid potential, unsaturated flow, fluid and aquifer properties affecting groundwater flow; fluid mass balance and its application; contaminant transport.

GEOL-G 460 Internship in Geology (3 cr.) P: Junior/Senior standing & department coordinator consent. Industrial or similar experiences in geologically oriented employment. Projects jointly arranged, coordinated,

and evaluated by faculty and industrial/governmental supervisors.

GER-G 100 Elementary German I (4 cr.) Students who have studied German must take a placement test before enrolling. Introduction to present-day German and 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. Attendance in the language lab may be required.

GER-G 150 Elementary German II (4 cr.) Students who have studied German must take a placement test before enrolling. Introduction to present-day German and 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. Attendance in the language lab may be required.

GER-G 200 Intermediate German 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. Attendance in the language lab may be required.

GER-G 250 Intermediate German 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. Attendance in the language lab may be required.

GER-G 255 Tradition & Innovation in German Lit (3 cr.) Recommended for students with no knowledge of German or those in first- and second-year language courses who wish to gain early acquaintance with German literature. Emphasis on such writers as Kafka, Brecht, Hesse, Mann, Goethe, Schiller, and Lessing. No credit given for German majors.

GER-G 275 Deutsch: Mittelstufe I (3 cr.) P: GER-G 250 Intensive review of selected grammatical topics and continued practice of composition and conversation. Conducted in German.

GER-G 305 Introduction to German Literature: Types (3 cr.) P: GER-G 250. Study of literary genres (narrative, dramatic, lyric), with examples of each selected from two or more periods.

GER-G 306 Introduction to German Literature: Themes (3 cr.) P: GER-G 305. Study of a single literary theme (such as music, generational conflict, love, revolution) as presented in two or more periods.

GER-G 310 Deutsch: Mittelstufe II (3 cr.) P: GER-G 275 Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German.

GER-G 311 Composition and Conversation (3 cr.) P: GER-G 250 or equivalent. Conversation, writing, and vocabulary building coordinated with readings of contemporary concerns, both nonfiction and fiction. Conducted in German.

GER-G 345 Introduction to Practical Translation Techniques I (3 cr.) P: GER-G 250, equivalent placement score, or permission of the department. German 345 is the first part of a two-course sequence that perfects the knowledge and skills acquired in the first four semesters while emphasizing the practical application of the language when translating into and out of English. Although the course will strive to achieve a balanced development of speaking, listening, reading, and writing skills, as well as acquire a renewed appreciation for the history and culture of German-speaking nations, there will be a focus on the written aspect of German and its relevance to speakers of English in an academic and professional environment. After briefly reviewing the history and basic theory of translation, as well as contemporary approaches to the discipline as pertains to English-speaking societies, most specifically that of the United States, this course will further develop skills from a translator's point of view, realizing that effective communication and understanding require constant practice. Meaningful written and oral translation activities within the contextualized study of German-speaking societies, and their geography, literature and current events will form integral parts of the learning process so as to enhance abilities specifically geared toward the work place and advanced studies. The teaching techniques are student-centered, with the instructor as the facilitator, and the pedagogical goal is to solidify students' base as independent users of the language with a solid understanding of German and English translation, cognizant of the fact that translation is a serious skill and more than a just an ability that results as a byproduct of language acquisition.

GER-G 346 Introduction to Practical Translation Techniques II (3 cr.) P: GER-G 250. German 346 is the second part of a two-course sequence that perfects the knowledge and skills acquired in the first four semesters while emphasizing the practical application of the language when translating into and out of English. Although the course will strive to achieve a balanced development of speaking, listening, reading, and writing skills, as well as acquire a renewed appreciation for the history and culture of German-speaking nations, there will be a focus on the written aspect of German and its relevance to speakers of English in an academic and professional environment. The first course introduced translation from a theoretical perspective and began developing the basic skills in translating. This course will further develop these skills with emphasis on specialized fields of translation as well as translation into different registers. Meaningful written and oral translation activities within the contextualized study of German-speaking societies, and their geography, literature and current events will form integral parts of the learning process so as to enhance abilities specifically geared toward the work place and advanced studies. The teaching techniques are student-centered, with the instructor as the facilitator, and the pedagogical goal is to solidify students' base as independent users of the language with a solid understanding of German and English translation, cognizant of the fact that translation is a serious skill and more than just an ability that results as a byproduct of language acquisition.

GER-G 362 Introduction to Contemporary Germany (3 cr.) An overview of contemporary German civilization,

with attention to the other German-speaking countries. Political, economic, and social organization. Conducted in German.

GER-G 363 Introduction to German Cultural History (3 cr.) P: GER-G 250. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context. Lectures in German; discussions in German or English.

GER-G 403 Medieval German Literature (3 cr.) P: GER-G 305 or GER-G 306. Historical survey of major literary developments from the Middle Ages to romanticism.

GER-G 404 Modern German Literature (3 cr.) P: GER-G 305 or GER-G 306. Historical survey of major literary developments from young Germany to recent writing in German-speaking Europe.

GER-G 415 Perspectives on German Literature (3 cr.) P: GER-G 306 or GER-G 306. Study of one aspect of German literature: formal, historical, political, psychological, etc. Relation to wider concerns in and outside of literature. Topic announced in the Schedule of Classes.

GER-G 416 Studies in German Authors (3 cr.) P: GER-G 305 or GER-G 306. Life and works of a major author or group of authors. Topic announced in the Schedule of Classes.

GER-G 418 German Film and Popular Culture (3 cr.) P: GER-G 305 or GER-G 306. Study of German film and/or other manifestations of German popular culture (television, music, cabaret, trivial literature of the twentieth century).

GER-G 464 German Culture and Society (3 cr.) P: GER-G 363. The interaction of social, intellectual, and artistic forces in German life of the past two centuries, with stress on important developments and figures.

GER-G 495 Individual Readings in Germanic Literature (1-3 cr.)

GER-V 405 CNTMP GER:SPEC TPC GER STUDIES (3 cr.) Topics dealing with language, literature, and culture of any of the German-speaking countries, generally in the more recent historical periods. Conducted in German.

GER-V 415 Individual Readings in German Studies (1-3 cr.)

GNDR-G 701 Grad Topics in Gender Studies (1-4 cr.) Graduate students only. Selected topics with an interdisciplinary focus. Research paper required.

GNST-G 400 General Studies Capstone (3 cr.) P: ENG-W 290 with a grade of C or better. This course is a senior seminar for the Bachelor of General Studies degree. Taught in a hybrid format, it alternates between face to face meetings/interactions and use of the internet. It centers in two vital areas for today's graduate: advanced communication skills and sound preparedness for life and work beyond college. Students will review their primary coursework, explore and analyze employment trends relevant to their field, and write well-researched, cohesive papers about them. A group project will offer timely practice in collaboration and presenting in class.

Frequent peer review and response to peer evaluations of their own work will also be expected.

HIM-M 108 Introduction to Health Information Management (3 cr.) This course introduces the health information management profession and healthcare delivery systems. Topics include healthcare settings, the patient record, electronic health records (EHRs), data collection standards, legal aspects of health information, coding, and reimbursement. Students gain hands-on experience with a virtual EHR and examine the impact of EHRs on healthcare.

HIM-M 270 Healthcare Financial Management (2 cr.)
P: HIM-M 108, HIM-M 114 with a C or better. Course focuses on the administration of foundational principles of management within a health information department. Students will gain an understanding of the language of quantitative methods as well as the processes that are required for health information managers to function in a healthcare environment which demand competency to the areas of profit margins, management of financial resources and complex reimbursement processes.

HIM-M 325 Health Information Requirements and Standards I (3 cr.) P: HIM-M 108 with a C or better.
C: HIM-M 326. Course will explore the scientific and social aspects of three common diseases: diabetes mellitus, cardiovascular disease and breast cancer. Students will learn about these diseases through didactic lecture from a medical doctor. Students will observe clinics, doctors, and patients.

HIM-M 326 Laboratory Enrichment For Healthcare Information Requirements/Standards (3 cr.) P: HIM-M 108 With a C or better. C: HIM-M 325. This course consists of exercises that reinforce the lectures in HIA-M 325. Students explore up-to-date Web resources used to the Healthcare field as well as perform database searches. Students engage in laboratory exercises that consist of evaluating health records for completeness, regulatory compliance and documentation.

HIM-M 327 TitleHealthcare Information Requirements and Standards II (3 cr.) P: HIM-M 325, HIM-M 326 with a C or better.
This course is a continuation of HIM-M 325 and includes the ongoing review of health record documentation, in particular secondary data bases such as cancer registry, long term care and other healthcare settings. Healthcare information resources, both in print and on the World Wide Web are researched and examined extensively.

HIM-M 328 Laboratory Enrichment for Healthcare Information Requirements and Standards II (1 cr.)
P: HIM-M 325, HIM-M 326 with a C or better.
This course consists of exercises that reinforce the lectures in HIA-M 327. Students explore Web resources used in the healthcare field and perform extensive database searches.

HIM-M 400 Health Information Research and Analysis Methods (3 cr.) P: HIM-M 108, AHLT-M 325, HIM-M 326 with a C or better. This course introduces methods of research and data analysis for inquiry in health information management. Students develop skills in planning, conducting, reporting, and assessing research and data

analysis. These skills are then applied to biomedical data to support healthcare-related decision-making.

HIM-M 443 Professional Practicum in Health Information Management I (2 cr.) P: Approval by HIM Program director.

This course is designed to provide professional practice experience in an approved clinical site under the direction of an HIA faculty member and an onsite clinical instructor. Students also receive didactic and practicum experience in the classroom. Emphasis on clinical science, health information management, business administration and information systems.

HIM-M 444 Professional Practicum in Health Information Management II (2 cr.) P: Approval by HIM Program director.

This course is designed to provide professional practice experience. Students will complete the project-based practicum under the direction of the assigned site supervisor. The student will provide a deliverable project to the site in a presentation format. The student will conduct all necessary research and apply project management tools and skills in completing the project work.

HIM-M 470 Healthcare Reimbursement System (3 cr.)
P: AHLT-M 390, AHLT-M 391 with a C or better. This course will present data elements that apply to prospective payment systems. It will allow the student to gain the knowledge of correct reimbursement systems and to identify issues, patient types in meeting medical necessity guidelines.

HIM-M 490 RHIA Exam Preparation (3 cr.) P: Approval by HIM Program director.
This course reviews technical and administrative aspects of domain topics required to pass of the Registered Health Information Administrator (RHIA) examination. (Students enrolled in this course are expected to take the RHIA exam concurrently.)

HIM-M 302 Health Law II and Ethics (3 cr.) 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.

HIST-A 260 Early American Women's History (3 cr.)
P: HIST-H 105, HIST-H 106 or consent of instructor. An examination of the economic, family and political roles of colonial, slave, immigrant and frontier women in early North American history to 1880.

HIST-A 261 Modern American Women's History (3 cr.) Surveys the diversity of women's experiences in modern United States history. An examination of women's changing roles in working class and middle class families, the effect of industrialization on women's economic activities and status, and women's involvement in political and social struggles, including those for women's rights, birth control, and civil rights.

HIST-A 301 Colonial North America, 1500-1763 (3 cr.)
P: One 100-level history course or consent of instructor. Native American society before and after conquest, colonization of New World by Spain, France, Dutch, and

English; development of economic, social, cultural, and political societies in New World.

HIST-A 302 Revolutionary America, 1763-1791 (3 cr.)

P: One 100-level history course or consent of instructor. Tensions between British North American colonies and England, political, cultural, and economic world of colonies before American Independence; creation of state and national governments after 1776; struggle for unity after American Independence.

HIST-A 303 United States 1792-1829 (3 cr.) P: One 100-level history course or consent of instructor. Struggle for continental unity following American Independence; westward expansion; United States wars with American Indians and the British; development of American presidency and government systems; cultural, social, economic, and political ramifications and growth during early national era.

HIST-A 304 United States, 1830-1865 (3 cr.) P: One 100-level history course or consent of instructor. Analysis of westward expansion, American Indian relations, slavery, reform movements, the Spanish American War, and the Civil War.

HIST-A 307 American Cultural History (3 cr.) P: HIST-H 105 or HIST-H 106 or consent of instructor. Major themes in American cultural life since the Civil War. Focus on the cultural expressions of immigrants, racial minorities, religious groups, social classes, women, artists, and professional groups in response to changing conditions.

HIST-A 310 Survey of American Indians I (3 cr.) The Native American experience from the pre- Columbian period through the American Civil War. Course will focus on Native American cultural patterns, and the Native American response to French, British, and American Indian policies.

HIST-A 311 Survey of American Indians II (3 cr.) Native American/white relations from Civil War through the 1990s. Focus on Native American attempts to defend their homelands in American West, establishment of Indian reservations in the late nineteenth century, impact of U.S. government policies, urbanization of Native Americans in the twentieth century.

HIST-A 313 Origins of Modern America (3 cr.) P: One 100-level history course or consent of instructor. U.S. political, social, economic, and cultural history from 1865 to 1919. Reconstruction, the Gilded Age, the Progressive Era, World War I.

HIST-A 314 Recent United States History I (3 cr.)

P: One 100-level history course or consent of instructor. 1919-1945: The twenties, the Great Depression and New Deal, World War II.

HIST-A 315 Recent United States History II (3 cr.)

P: One 100-level history course or consent of instructor. 1945-present: Cold War, Vietnam War, problems of contemporary America.

HIST-A 317 American Social History, 1865-Present (3 cr.)

P: One 100-level history course or consent of instructor. Changing living conditions, values, concerns in post-Civil War United States as influenced by rise of the city and seen in experiences of rural-urban migrants, ethnic groups, industrial workers, women, blacks. Focus

on situations faced by ordinary people, and how present tensions have roots in the past.

HIST-A 321 History of American Thought I (3 cr.) Major themes in American intellectual history, including systems of ideas such as Puritanism, natural rights philosophy, transcendentalism, Social Darwinism, and Pragmatism, and particular concepts such as vision of New World, myth of West, and liberal versus conservative interpretations of American experience.

HIST-A 337 American Frontier I (3 cr.) I. The Turner thesis: frontier and American character. America as frontier of Europe and Africa, 1500-1720. The frontier-rural mode of American life, 1720-1860: public domain, population growth, migration. II. The trans-Mississippi West. Frontier in literature and music. Miners, cowboys, Indians, settlers. The Hispanic West. The West becomes metropolitan.

HIST-A 338 American Frontier II (3 cr.) I. The Turner thesis: frontier and American character. America as frontier of Europe and Africa, 1500-1720. The frontier-rural mode of American life, 1720-1860: public domain, population growth, migration. II. The trans-Mississippi West. Frontier in literature and music. Miners, cowboys, Indians, settlers. The Hispanic West. The West becomes metropolitan.

HIST-A 339 History of the South I (3 cr.) P: HIST-H 105 or consent of instructor. Examination of the major themes and issues in the history of the southern United States, from the first European settlement to the Civil War. Motivations for settlement, white-Indian interaction, the rise of slavery, the American Revolution in the South, southern identity, the coming and impact of the Civil War. The course will also introduce students to competing interpretations of the Old South and the methods by which historians construct historical arguments and interpretations.

HIST-A 345 American Diplomatic History I (3 cr.)

P: HIST-H 105 and HIST-H 106 or consent of instructor. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898.

HIST-A 346 American Diplomatic History II (3 cr.)

P: One 100-level history course or consent of instructor. America as a world power. Involvement in world affairs after 1898; diplomacy of World Wars I and II; Cold War and background of contemporary foreign policy issues.

HIST-A 347 American Urban History (3 cr.)

P: One 100-level history course or consent of instructor. Evolution of cities and urban life in the United States from the colonial times to the present. Rise of cities, creation of modern urban districts (ghettos, suburbia); city planning; political and economic power structures; ethnic and race relations; law and order.

HIST-A 348 Civil War and Reconstruction (3 cr.)

The origins, course, and consequences of the American Civil War.

HIST-A 353 American Economic History I (3 cr.)

The historical evolution of a fragmented, essentially agricultural economy in the 17th century to the threshold of industrial domination by the mid-19th century.

HIST-A 355 African-American History I (3 cr.) P: One 100-level history course or consent of instructor. History of blacks in the United States. Slavery, abolitionism, the Civil War; Reconstruction, post-Reconstruction to 1900.

HIST-A 356 African-American History II (3 cr.) P: One 100-level history course or consent of instructor. History of blacks in the United States. 1900 to present; the Great Migration; NAACP, Harlem Renaissance, postwar civil rights movement; affirmative action.

HIST-A 361 Studies in American History for Teachers I (3 cr.)

HIST-A 363 Survey of Indiana History (3 cr.) P: One 100-level history course or consent of instructor. A survey of Indiana history and culture from the original inhabitants to recent times with emphasis on the growth of a distinctive Hoosier culture. Examination of Hoosier culture within the context of small-town America and mid-America, with attention to journalism and education.

HIST-A 381 Civil Rights Era in the U.S. (3 cr.) P: One 100-level history course or consent of instructor. Examination of race and racial protest after 1941. A look at several organizations, key social battles, individual leaders and the struggle to end racial segregation and exclusion in education, politics, public accommodations, the workplace and housing.

HIST-B 300 ISS IN WESTERN EUROPEAN HIST (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, and religions and periods.

HIST-B 309 Britain before 1688 (3 cr.) Development of Britain and its institutions from the Bronze Age to the Glorious Revolution, with emphasis on Celtic Britain, the Norman Conquest, the rise of Parliament, the Tudor era, and the turbulent seventeenth century.

HIST-B 312 History of the European City in the Modern Era (3 cr.) This course examines the history of European cities in the Modern Era, with a focus on competition between social classes and the impact of economic change on cities. We begin by examining the transition from the early Modern to the Modern city, examining the changes that created revolutionary Paris. The impact of the industrial revolution on European cities is also discussed. Cities are examined as sites of social conflict - whether in the form of contestation from below, in the form of revolution, or efforts to control the population from above - through urban planning, reform, and policing. Different efforts to re-imagine cities as places devoid of social conflict are compared. We dwell in particular on the Modernist model which became particularly widespread after the Second World War, in connection with the postwar economic boom. The Cold War also left its mark on the European urban landscape: urban planning problems and strategies in various Eastern Bloc states are considered, as is the divided city of Berlin. Finally, we end on a contemporary case of social conflict in the European city: the place of migrant workers and immigrants in their host societies.

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 Germanic

invasions through Charlemagne's Empire and the subsequent development of feudalism, manorialism, papacy, and Romanesque architecture.

HIST-B 356 French Revolution and Napoleon (3 cr.) Crisis of Old Regime; middle class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the Reign of Terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic empire.

HIST-B 359 Europe, 1789-1848 (3 cr.) European history between 1789 and 1848, including the French Revolution; Napoleon; the Industrial Revolution; conservatism, liberalism, socialism and nationalism; and the 1848 revolution.

HIST-B 360 Europe, 1848-1914 (3 cr.) European history between 1848 and 1914, including the unification of Italy and Germany; struggles for democracy and social welfare, populism, and imperialism; anticlericalism; the emergence of mass consumption; nationalist rivalries; and the background to World War I.

HIST-B 361 Europe in the Twentieth Century, 1914-1945 (3 cr.) European history from 1914 up to 1945 including World War I and its aftermath; the cultural history of the 1920s and 1930s; economic turmoil; political developments in Western Europe; the rise of extremisms; World War II.

HIST-B 362 Europe in the Twentieth Century, since 1945 (3 cr.) European history from 1945 to present, including the aftermath of World War II; the Cold War in Europe, the postwar economic boom; the emergence of leftist movements; European integration; the end of the Cold War; the impact of immigration and the expansion of the European Union.

HIST-B 377 History of Germany Since 1648 I (3 cr.) Political, economic, and cultural states of Germany between 1648 and 1871; growth of the absolutist Hapsburg and Hohenzollern dynasties; economic and cultural development under absolutism; impact of the French Revolution; struggles between reaction and liberalism; and unification.

HIST-B 378 History of Germany Since 1648 II (3 cr.) The beginnings of the new imperial German state, industrialization; imperialism; international friction; internal political conflicts; World War I; the Weimar Republic; the Third Reich; the two Germanies in the Cold War; re-unification and its aftermath.

HIST-D 308 Empire of the Tsars (3 cr.) Political, religious, intellectual, economic, and diplomatic development of Russia as a European and Asian state from the reign of Alexander I to World War I. Emphasis on cultural history and conflict between established and revolutionary views.

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 and contraction of Russian and Communist power; collapse of the Soviet Union.

HIST-D 330 Eastern Europe 1944-present (3 cr.)

Diplomatic, political, social, and cultural development of Eastern European societies between the end of World War II in Europe to the expansion of the European Union.

HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)**HIST-E 100 Introduction to African History (3 cr.)**

Survey of selected historical issues and problems. Topics will vary from semester to semester, but will be broad subjects that cut across fields, regions, and periods.

HIST-F 100 Issues in Latin American History:

Introduction (3 cr.) The coming together of the three races in the New World; the construction of a social, political, and economic order; the resilience and/or fragility of the social, political, and economic order in modern times.

HIST-F 216 History of Slaves in the Americas (3 cr.)

Slavery in the New World is explored by comparing its forms in North America and in the Caribbean and South America. Special attention is paid to the mechanisms by which slaves were held in slavery, and the adaptation and accommodations that were made by both masters and slaves.

HIST-F 232 Upheaval in 20th-Century Latin America

(3 cr.) An examination of major breaks in the continuities of Latin American history, revolutions both on the right and on the left, as well as the great popular uprising in Mexico with which such folk heroes as Pancho Villa and Emiliano Zapata are associated.

HIST-F 341 Latin America: Conquest and Empire

(3 cr.) The construction of this new world; Spanish, Indian, and African backgrounds; discovery, conquest, and settlement; the political, economic, and social structure of colonial Latin America.

HIST-F 342 Latin America: Evolution and Revolution

(3 cr.) The construction of nation-state foreign relations; ethnic and racial diversities, city-country balances; role of religion; sources of political authority; immigrant populations; role of elites; popular movements.

HIST-G 100 Introduction to Asian History (3 cr.)

Study and analysis of selected historical issues and problems in Asian societies; especially important are their political institutions, economic development, ideological and religious foundations, and social changes.

HIST-G 200 Issues in Asian History (3 cr.)

Study and analysis of selected historical issues and problems of importance in Asian societies, such as China and Japan. Topics will vary from semester to semester.

HIST-G 300 Issues in Asian History (3 cr.)

Study and analysis of selected historical issues and problems of limited scope. Topics will vary but usually cut across fields, regions, and period.

HIST-G 385 Modern China (3 cr.)

Study and analysis of selected historical issues and problems of limited scope. Topics will vary but usually cut across fields, regions, and period.

HIST-G 387 Contemporary China (3 cr.)

Focusing on the People's Republic of China, this course will illustrate the triumphs and failures of the communist regime, investigate

the causes, and explain the direction that China is taking. The course will also cover Chinese society in Hong Kong and Taiwan.

HIST-G 451 The Far East 1 (3 cr.) Social, cultural, political, and economic development from ancient to modern times, including China, Japan, Korea, Indo-China, Burma, Thailand, Indonesia, and the Philippines.

HIST-G 452 The Far East 2 (3 cr.)**HIST-G 457 Nationalism in Japan and China (3 cr.)**

P: One Asian history course at the 100 level or consent of instructor. This course traces the emergence of nationalism in China and Japan in the context of their struggle for modernization, follows their development from the late nineteenth century through the twentieth century, and analyzes its contemporary political culture.

HIST-G 587 Contemporary China (3 cr.)

Survey of contemporary Chinese history focusing on social, cultural and political life in the People's Republic of China. Events covered include the Mao Era, the Cultural Revolution and the Tiananmen Square protests of 1989, as well as the Reform Era since Mao's death.

HIST-H 101 The World in the Twentieth Century (3 cr.)

Principal world developments in the twentieth century, stressing Latin America, Africa, Asia, and Europe; global and regional problems; political revolutions; social and cultural diversity.

HIST-H 103 Europe: Renaissance to Napoleon

(3 cr.) Major developments in European thought during Renaissance, Reformation, the scientific revolution, and Enlightenment; traditional politics, economy, and society and their transformation by enlightened despotism, the French Revolution, and Napoleon.

HIST-H 104 Europe: Napoleon to the Present (3 cr.)

The development of European society from the downfall of Napoleon in 1815 to the present; the impact of the industrial revolution; the rise of the middle class; liberalism, Marxism, and mass politics; nationalism and imperialism; international communism and fascism.

HIST-H 105 American History: General Course I (3 cr.)

P: One 100-level history course or consent of instructor. Evolution of American society: political, economic social structure; racial and ethnic groups, sex roles; Indian, inter-American, and world diplomacy of United States; the evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. I. English colonization through the Civil War. II. 1865 to present.

HIST-H 106 American History: General Course II (3 cr.)

Evolution of American society: political, economic social structure; racial and ethnic groups, sex roles; Indian, inter-American, and world diplomacy of United States; the evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. I. English colonization through the Civil War. II. 1865 to present.

HIST-H 113 History of Western Civilization 1 (3 cr.)

Ancient civilization, Germanic Europe, feudalism, medieval church, national monarchies, Renaissance.

HIST-H 114 History of Western Civilization 2 (3 cr.)

Rise and fall of ancient civilizations; barbarian invasions;

rise, flowering, and disruption of medieval Church; feudalism; national monarchies, Industrial Revolution, capitalism and socialist movements; nationalism, imperialism, international rivalries, wars.

HIST-H 199 Careers for History Majors (1 cr.) The major objective of the course is to offer students the opportunity to consider career opportunities with an undergraduate degree in history. Some of the topics to be considered in the course include the nature and acquisition of skills with a history major; the resources within the history department, offices across campus, and in the community available to students to gain skills and learn about job prospects; and the value of and procedures for developing a career plan and attaining a job.

HIST-H 201 Russian Civilization I (3 cr.) From the earliest times to Peter the Great. Christianization of the Russian people, Kievan Rus; the Mongol conquest; the Grand Dukes of Muscovy; Ivan the Terrible; Time of Troubles; Romanov dynasty.

HIST-H 202 Russian Civilization II (3 cr.) From Peter the Great to the present era. Peter the Great, Catherine the Great, Russian expansion; emancipation of the serfs; Westernization; industrialization; Russian revolutions; Stalin; Cold War; collapse of the Soviet Union.

HIST-H 205 Ancient Civilization (3 cr.) Political, cultural, and economic development of ancient Near East, Greece, and Rome from the Bronze Age to the end of the Classical Period.

HIST-H 206 Medieval Civilization (3 cr.) European institutions and social and intellectual history from late Roman Empire to the Renaissance. Greco-Roman legacy, Christian institutions, Byzantine and Islamic influences, town revival and trade, rise of universities, emergence of national states and literatures.

HIST-H 207 Modern East Asian Civilization (3 cr.) Focus on China, Japan, and Korea in the twentieth century. Explores the history of each individual country and the experiences shared by all three. Traditional values challenged by modernism, interactions with the West, domestic strife.

HIST-H 208 American-East Asian Relations (3 cr.) Describes and analyzes the mutual interaction of the American countries and the major countries of East Asia - China, Japan, Korea, and Vietnam - during the 19th and 20th centuries. Emphasis on cultural interrelations and changing images.

HIST-H 214 Comparative Women's History (3 cr.) An examination and comparison of the history of women in different regions of the world, addressing universal issues and issues specific to regions. The course traces the social, economic, and political roles of women from the premodern past to the transformations of the twentieth century. Topics include work, home, education, sexual patterns, and gender relations.

HIST-H 218 History of Motion Pictures (3 cr.) History of English-language films from the silent era to the modern period. Attention is paid to directors and producers, actors and dialogue, and to the evolution of film technology.

HIST-H 220 American Military History (3 cr.) P: HIST-H 105, HIST-H 106. From the settlement of colonies to

present. European background, colonial militia, Indian fighting. Principal foreign wars and their strategies. Technological changes and the effect of the military on American society. The army is emphasized, with some attention to the navy, marines, and air force.

HIST-H 222 Renaissance and Reformation Europe (3 cr.) Society and civilization in the fifteenth and sixteenth centuries. Transition from medieval to modern life in political and economic behavior, high and popular culture, theology and religion, discoveries and expansion, occult and scientific worldviews.

HIST-H 225 Special Topics in History (1-3 cr.)
P: Permission of instructor. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester, but will usually be broad subjects that cut across fields, regions, and periods.

HIST-H 226 Origins and History of the Cold War (3 cr.) Study and analysis of the ideological, historical, and geopolitical factors underlying the Cold War. Special focus on the former Soviet Union and Red China under Mao Zedong, as well as the breakup of the Soviet Union and the lingering effects of the Cold War on the contemporary world.

HIST-H 228 The Vietnam War (3 cr.) Vietnamese history and culture, French colonization, nationalism, WWII. War with France 1946-1954, U.S. involvement, Geneva Accords, U.S. support to Diem government. Increased U.S. commitment, Cold War dynamics, American political responses, U.S. withdrawal, fall of the South. International repercussions, war veterans, media portrayal.

HIST-H 231 Women, Men and Family in History (3 cr.) The course will examine changes in relationships within the family and the changing role of the family in society. Changes in gender roles will be highlighted. Among the topics to be discussed are courtship, marriage, inheritance, child-bearing, child labor, the origins of family limitation and birth control, and the effects of other institutions on the family. This course can be authorized for a variable course title so that different regions of the world can be specified, such as: "Women, Men and Family History: Latin America," or "Women, Men and Family in History: Asia."

HIST-H 233 Sports in History (3 cr.) Examines the historical conditions in which sports have developed from ancient to contemporary times, with particular emphasis on modern American society and sport.

HIST-H 236 The Historian's Craft (3 cr.) P: Permission of instructor. To be taken within a year of student's declaring a history major. Introduction to the skills and methodology of analysis, research, writing, and oral communication within the discipline of history.

HIST-H 309 Tudor England (3 cr.) Political, social, economic, and cultural development in England, 1485-1601.

HIST-H 373 History of Science and Technology (3 cr.) Survey of the intellectual and institutional development of science and technology in the United States from colonial times to 1865, with special emphasis on the relationship between science and technology, the role of technology in

early American economic growth, and the inevitability and desirability of technological change.

HIST-H 407 Oral History (3 cr.) A survey of theory, methods, and applications of oral history, including research, interview preparation and execution, legal and ethical issues, and transcription and preservation of interviews. Emphasis will be placed on persons and topics relevant to local and regional history.

HIST-H 408 Independent Study in Community History (1-3 cr.) P: One 100-level history course or consent of instructor. Students have the opportunity to develop and execute original research projects involving topics in community history, with particular emphasis on the regional campus service area. Projects must reflect sound conceptual and contextual grounding, including awareness of appropriate secondary literature, and incorporate primary research in local and regional archival repositories. Appropriate incorporation of oral history is encouraged. Both individual and group projects are permissible.

HIST-H 411 Historical Editing (3 cr.) P: 6 credit hours in history or consent of instructor. Study and analysis of historical writing; editing documents and visual material; process of publishing historical works.

HIST-H 412 Historic Preservation (3 cr.) History of building and decorating techniques; study of politics and economics of historic preservation; processes of renovating or restoring historic buildings; techniques of adaptive reuse of historic buildings.

HIST-H 425 Topics in History (1-3 cr.) P: Permission of instructor. Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will usually cut across fields, regions, and periods.

HIST-H 501 Historical Methodology (4 cr.) Discussion and application of the various methods and strategies used in historical research.

HIST-H 511 Special Topics in U.S. History (3 cr.) Intensive study and analysis of selected topics in United States history. Topics will vary from semester to semester.

HIST-H 521 Special Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected topics in African, Asian, or Latin American history. Topics will vary from semester to semester, e.g. traditional Asia, modern Asia, Latin American intellectual history.

HIST-J 495 Proseminar for History Majors (3 cr.) P: Permission of instructor. Selected topics of history.

HIST-K 495 Readings in History (1-3 cr.) P: Permission of instructor. Selected topics.

HIST-T 540 The Long Nineteenth Century, 1800-1917 (3 cr.) This course tracks U.S. history between the early nineteenth century and American participation in the First World War. Students will articulate their understanding of scholarly books, articles, and original records and will review two books, write short response papers, and craft a historiographical essay on a topic of their choosing.

HIST-W 101 World Civilizations to 1500 (3 cr.) Presents the key individuals, events and schools of thought, which have most greatly impacted societal development and

world history up to 1500. The target civilizations of study include Asia, the Middle East, Western Europe, Africa, and the Americas. Discusses the political, economic, social and cultural evolution of human civilization.

HIST-W 102 World Civilizations 1500 To Present (3 cr.) Presents the key individuals, events and schools of thought, which have most greatly impacted societal development and world history from 1500 to the present. The target civilizations of study include Asia, the Middle East, Western Europe, Africa, and the Americas. Discusses the political, economic, social and cultural evolution of human civilization.

HIST-W 300 Issues in World History (3 cr.) In-depth study and analysis of selected historical issues and problems of importance in world history. Topics will vary from semester to semester.

HON-H 103 Honors Seminar: Common Intellectual Experience I (3 cr.) P: Admission to the Honors Program. A skills course emphasizing writing, reading, speaking, thinking skills, collaborative learning, diversity, research, and the use of technology in an academic setting. Readings and discussion of texts-in-common selected by Honors faculty and studied in preparation for possible project presentation at the Mid-East Honors Conference in the spring. Ordinarily taken during the first semester of study at IU Southeast. Part one of the required two-semester seminar sequence for Tier One students.

HON-H 104 Honors Seminar: Common Intellectual Experience II (3 cr.) P: Admission to the Honors Program. Continuation of HON-H 103. Builds on skills attained in the first semester with continued reading and discussion of texts-in-common. Students will begin to envision, research, and refine projects for possible presentation at the Mid-East Honors Conference in the spring. Ordinarily taken during the second semester of study at IU Southeast. Part two of the required two-semester seminar sequence for Tier One students.

HON-H 306 Multidisciplinary Seminar in the Humanities and Social Sciences (3-6 cr.) P: Admission to the Honors Program or permission of the Honors Program Director. Topic varies with the instructor and semester. Possible topics include Art as Literature; Death and Dying; Utopias through History.

HON-H 307 Multidisciplinary Seminar (3-6 cr.) P: Admission to the Honors Program or permission of the Honors Program Director. Topic varies with the instructor and semester. Topics will include those outside the humanities and social sciences.

HON-H 400 Honors Research Minor Seminar (1-3 cr.) Required seminar for Tier Two students undertaking the research minor. Honors seminars will encompass discussion of each student's research along with larger issues such as research strategies, publication, and ethics.

HON-H 495 Honors Project (1-3 cr.) Designed to meet the needs of Honors students who have chosen to pursue individualized honors, this course permits students flexibility and the opportunity to work with a faculty mentor.

HPER-A 361 Coaching of Football (1.5 cr.) Fundamentals of the offensive and defensive line and

backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses.

HPER-A 362 Coaching of Basketball (1.5 cr.)

Fundamentals of basketball shooting, passing, ball handling, and footwork; patterns against man to man, zone, and zone pressure defense. Includes principles, theories, techniques, and problems of basketball coaching and coaching psychology.

HPER-A 368 Coaching of Tennis (1.5 cr.) Theory and methods of coaching tennis, covering technical, administrative, and organizational aspects involved in the process. Emphasis placed upon principles, fundamentals, tactics, conditioning, psychology, conduct of practice sessions, and problems.

HPER-C 366 Community Health (3 cr.) Human ecology as it relates to interaction of social and physical phenomena in solving community health problems. Considers the promotion of community health, programs of prevention, environmental health, and health services.

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles.

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.

HPER-F 255 Human Sexuality (3 cr.)

HPER-H 160 First Aid and Emergency Care (2-3 cr.) Course addresses cardiopulmonary resuscitation (CPR), rescue breathing, choking, wounds, bleeding, burns, sudden illnesses, musculoskeletal injuries, and defibrillation/ the use of Automated External Defibrillators (AEDs). Skills are practiced in small lab settings. Students may obtain American Red Cross certifications, including CPR/AED for the Professional Rescuer.

HPER-H 305 Women's Health (3 cr.) This course is designed to provide students with an opportunity to examine the relationship of women to health and health care. Five dimensions of health: physical, mental, emotional, social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

HPER-H 317 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education.

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. Course content includes topics such as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; safety; and environmental health.

HPER-H 518 Alcohol and Drug Education (1-3 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 audio-visual

presentations. Principles of teaching and counseling in drug education programs are discussed.

HPER-P 212 Introduction to Exercise Science (3 cr.)

A study of the scientific principles related to physical fitness and the practice applications of principles to directing fitness programming in school, recreation, and corporate settings. Students will be involved in setting up, participating in, and evaluating personal fitness activities.

HPER-P 215 Principal and Practice of Exercise Science (3 cr.) A study of the scientific principles related to physical fitness and the practice applications of principles to directing fitness programming in school, recreation, and corporate settings. Students will be involved in setting up, participating in, and evaluating personal fitness activities.

HPER-P 221 Intro 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 280 Basic Prevention & Care Athletic Injury (2 cr.) Course will focus on basic principles of prevention recognition and management of sport-related injuries.

HPER-P 333 Sport in America: History 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.

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

HPER-R 160 Foundations of Recreation and Leisure (3 cr.) An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and survey of public and private leisure-service organizations.

HPER-R 180 Participant[amt Leadership Development (3 cr.) An interactive online course blended with four one-hour structured classroom meetings. Provides students with opportunities to learn and apply leadership skills gained through participation in organizations, athletic teams, or clubs. Will develop own personal leadership plan to initiate intentional leadership involvement. Topics include followership, time management, and teamwork.

HPER-R 271 Dynamics of Outdoor Recreation (3 cr.) Philosophical orientation to the field of outdoor recreation; camping, outdoor education, and natural resource management; with emphasis on programs, trends, resources, and values.

HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) P: HPER-R 160. Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Identification and evaluation of equipment, supplies, and leadership techniques are included.

HPER-R 317 Seminar in Recreation and Parks (1-3 cr.) Park and recreation current issues seminar. Topic varies with the instructor and year.

HPER-R 324 Recreational Sports Programming (3 cr.) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, and extramural programming; values of recreational sports, programming techniques, publicity and promotion; faculty utilization, equipment, safety, liability, and program observation.

HPER-R 398 Practicum in Recreation, Park and Tourism Studies (1-6 cr.) Practical field experience under faculty supervision and with seminar discussions.

HPER-R 399 Readings in Recreation, Park, and Tourism Studies (1-3 cr.) P: Consent of Instructor/ Department Coordinator Selected readings in Recreation, Parks, and Tourism studies. Only S/F grades given.

HUMA-U 101 Introduction to the Humanities (3 cr.) A survey of the development of the humanities to the Renaissance, with an emphasis on the relationship between ideas and the arts.

HUMA-U 102 Introduction to Modern Humanities (3 cr.) A survey of the development of the humanities from the Renaissance to the present, with an emphasis on the relationship of ideas and the arts.

HUMA-U 333 Greeks in Ancient Italy (3 cr.) P: HUMA-U 101 or PHIL-P 100 or PHIL-P 410 This course will involve a firsthand exploration of these traces of the Ancient Greeks in Italy. In particular, this course will offer students an opportunity to witness in person the dynamic relationship between ideas, politics, religion, and the arts that the Greeks provoked in Magna Grecia.

IDIS-D 500 Graduate Project (3-6 cr.) Independent project to be undertaken in consultation with graduate advisor. This project requires students to demonstrate mastery of some specific topic or medium of expression.

IDIS-D 501 Humanities Seminar (1-4 cr.) An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester.

IDIS-D 502 Social Science Seminar (1-4 cr.) An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester.

IDIS-D 503 Natural Science Seminar (1-4 cr.) An interdisciplinary graduate seminar in the natural sciences. Topics vary from semester to semester.

IDIS-D 510 Introduction to Graduate Liberal Studies (3-4 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.

IDIS-D 511 MLS Humanities Elective (1-4 cr.) Topics vary.

IDIS-D 512 MLS Social Sciences Elective (1-4 cr.) Topics vary.

IDIS-D 513 MLS Natural Sciences Elective (1-6 cr.) Topics vary.

IDIS-D 550 Teaching Assistantship (3 cr.) This graduate course will take the form of a teaching assistantship. This course is a requirement for the academic teaching track. It will consist of assisting a faculty member in planning, teaching, grading, and assessing a course in the area of the student's concentration.

IDIS-D 551 Research Assistantship (1-6 cr.) P: LBST-D/IDIS-D 510 and prior consent of director and instructor. This is a research assistantship to assist faculty in his/her area of research.

IDIS-D 591 Graduate Seminar in Teaching and Learning (1-3 cr.) This workshop will focus on SoTL and best practices literature about pedagogy in higher education. This will include: philosophy of teaching and learning, course planning and design, selecting textbooks and readings, syllabus construction and course policies, the literature on lecturing and discussion, faculty and student conduct, assessment of student learning.

IDIS-D 594 Liberal Studies Directed Readings (1-3 cr.) Independent study

IDIS-D 599 Internship (0-6 cr.) An internship is an educational experience related to a student's degree program and career plan which applies what the student has learned to work situations. It involves a student, employer, and university sponsor. See Career Services for more information and to register.

IDIS-D 601 Graduate Project Proposal Seminar (3 cr.) Independent study sponsored and supervised by faculty member/committee chair for research/creativity track in which students choose a topic, create a bibliography, write a formal proposal, and defend it before a faculty committee.

IDIS-D 602 Graduate Project (1-6 cr.) Independent project work conducted in consultation with a faculty director.

IDIS-D 700 TOPICS IN LIBERAL STUDIES (3 cr.) Intensive study of a major issue in the Humanities, Social Sciences, or Sciences. Interdisciplinary approach, seminar format. Individual project required. Specific topic announced in Schedule of Classes.

INFO-C 100 Informatics Foundations (3 cr.) Introduction to informatics, basic problems solving and elementary programming skills. It also provides a survey of computing tools in the context of selected disciplines (cognates).

INFO-C 112 Tools For Informatics: Programming and Databases (3 cr.) This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

INFO-C 201 Mathematical Foundations of Informatics (3 cr.) An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations,

elementary statistics, proof methods in mathematics, and mathematical induction.

INFO-C 203 Social Informatics (3 cr.) Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

INFO-C 210 Problem Solving and Programming I (3 cr.) First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

INFO-C 211 Problem Solving and Programming 2 (3 cr.) Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

INFO-C 300 human Copmputer Interaction (3 cr.) This course introduces core topics and approaches in human-computer interaction including the process of designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, prototyping, requirements and analysis, and related issues. Students working in teams identify stakeholders, build user-centered interfaces, and apply statistics to analyze user data.

INFO-C 307 Data Representation and Organization (3 cr.) This course will provide an introduction to ways in which data can be organized, represented and processed from low-level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

INFO-C 399 Database Systems (3 cr.) This course will provide an in-depth discussion of database systems fundamentals. The course emphasizes the concepts underlying various functionalities provided by a database management system, and its usage from an end-user perspective. Topics include: overview and architecture of database systems, the relational database modeling and querying, and basic XML database modeling and querying.

INFO-C 413 Web Design and Development (3 cr.) This course introduces Website design and development, topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

INFO-C 450 System Design (3 cr.) This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating,

reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course provides an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

INFO-I 101 Introduction to Informatics (4 cr.) 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, the transformation of data to information, futuristic thinking.

INFO-I 110 Basic Tools of Informatics I - Programming (1.5 cr.) C: INFO-I 101. Introduction to programming for users of computers systems. Emphasis on problem-solving techniques. An eight-week lecture and laboratory course.

INFO-I 111 Basic Tools of Informatics II - Introduction to Databases (1.5 cr.) C: INFO-I 101 and INFO-I 110. Introduction to database design concepts. Entering and modifying data, accessing data using visual tools and SQL, and building database applications using forms and application development tools. Emphasis on problem-solving techniques. An eight-week lecture and laboratory course.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: INFO-I 210 or CSCI-C 201 and MATH-M 118 or higher with C or better. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning; and logical and mathematical tools used in information sciences. Topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory.

INFO-I 202 Social Informatics (3 cr.) C: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO-I 101, INFO-I 110, and INFO-I 111, with grades of C or better. Two years of high school mathematics or equivalent is recommended. This course introduces

software architectures of information systems and basic concepts and procedures of system and application development. Course topics include PHP programming syntax; procedural programming fundamentals; principles of developing dynamic, database-driven applications for the World Wide Web; relational database concepts; and basic MySQL statements.

INFO-I 211 Information Infrastructure II (4 cr.)

P: INFO-I 210 or CSCI-C 201 with a C or better. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems.

INFO-I 300 Human-Computer Interaction (3 cr.)

P: INFO-I 211 or CSCI-C 202 with a C or better. The analysis of human factors and the design of computer application interfaces. A survey of current HCI designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101 with a C or better. 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 the 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 or CSCI-C 251 and INFO-I 210 or CSCI-C 201 with grades of C or better. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.) P: INFO-I 211 or CSCI-C 202 with a C or better. 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.

INFO-I 330 Legal and Social Informatics of Security (3 cr.) P: INFO-I 101 with a C or better. This course examines that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology changes, but the core issues have remained: privacy, intellectual property, Internet law, concepts of jurisdiction, speech anonymity versus accountability, and ethical decision making in the network environment.

INFO-I 356 Globalization, Where We Fit IN (3 cr.) Globalization changes how we work, what we buy, and who we know. Globalization involves people working eighty hour weeks in China and receiving free state-of-the-art drugs in Africa. Learn about the past, present, and

future of globalization, and what it means for you, your job, and your community.

INFO-I 368 Intro to Network Science (3 cr.) Friends, computers, the Web, and our brain are examples of networks that pervade our lives. Network science helps us understand complex patterns of connection, interaction, and relationships in many complex systems. Students learn essential concepts and core ideas of network literacy, and basic tools to handle social and information networks.

INFO-I 421 Applications of Data Mining (3 cr.) P: INFO-I 308 with a C or better. The course explores the use of data mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and actionable information.

INFO-I 427 Search Informatics (3 cr.) P: INFO-I 308 with a C or better. Techniques and tools to automatically crawl, parse, index, store and search Web information, organizing knowledge that can help meet the needs of organizations, communities and individual users. Social and business impact of search engine technology. As a project, students will build a real search engine and compare it with Google.

INFO-I 441 Interaction Design Practice (3 cr.) P: INFO-I 300 with a C or better. Human-computer interaction design (HCID) describes the way a person or group accomplishes tasks with a computer: what the individual or group does and how the computer responds, and what the computer does and how the individual or group responds. This course is organized around a collection of readings and three design projects applying human-computer interaction principles to the design, selection, and evaluation of interactive systems.

INFO-I 491 Capstone Project Internship (3-6 cr.) P: Coordinator Approval Required. Students put their informatics education to practice through the development of a substantial project while working in a professional information technology environment.

INFO-I 494 Design and Development of an Information System (3 cr.) P: Senior standing and department consent required. 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).

INFO-I 495 Design and Development of Information System (3 cr.) P: INFO-I 494, senior standing and department consent required. 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).

INFO-I 499 Readings and Research in Informatics (1-3 cr.) P: Pre-Approval of Informatics Department Coordinator and completion of 100- and 200-level Informatics requirements. Independent readings and research related to a topic of special interest to the student. Written report required.

INFO-Y 395 Career Development for Informatics Majors (1 cr.) P: INFO-I 101, INFO-I 110, and INFO-I 111 with a C or better. Helps students develop skills and knowledge to successfully pursue a career search, both at the time of graduation and as they progress through their careers. The course covers techniques and strategies to make the job search more efficient and effective. An eight-week course.

INTL-I 100 Intro to International Studies (3 cr.) This introductory, interdisciplinary course exposes students to the various academic approaches essential to international studies and to the various concentrations that comprise the major.

INTL-I 400 International Studies Capstone Seminar (3 cr.) P: INTL-I 100 and most of INTL coursework completed, as well as senior standing and permission of instructor or program coordinator. This required seminar is designed for senior majors who have completed all of the International Studies degree requirements to consolidate their studies. Students complete a project that addresses an issue appropriate to their concentration.

JOUR-C 200 Introduction to Mass Communication (3 cr.) Survey of the functions, responsibilities, and influences of the various media of mass communication. Directed toward the consumer and critic of mass media.

JOUR-C 327 Writing for Mass Media - The Horizon (3 cr.) P: JOUR-J 200; may be waived with instructor approval. Work as a staff member on the campus student news organization. Reporting and writing, headline writing, desktop publishing, photography, online journalism, and advertising sales.

JOUR-J 170 Wordsmithing (2 cr.) Workshop on the mechanics of journalistic writing and editing. The course builds on the basics, focuses on the practical and strengthens confidence as a practitioner.

JOUR-J 200 Reporting, Writing, and Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and write and edit news.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communication including human perception and principles of design. Application of those theories to photography, computer graphics, photo editing, and page design in news communication.

JOUR-J 261 Studies in Journalism (1-4 cr.) Topical course dealing with changing subjects and material. Topics may change from term to term.

JOUR-J 280 Seminar in Journalism Ethics (3 cr.) Examines the ethical dilemmas that confront today's journalists and provides a framework for decision making.

JOUR-J 300 Communications Law (3 cr.) History and philosophy of laws pertaining to the free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications systems.

JOUR-J 301 Social Media Strategies (3 cr.) Examines theories and current trends in social media's effect on modern society. Topics also include focus on personal and professional communication strategies using social media.

JOUR-J 303 Online Journalism (3 cr.) P: JOUR-J 200; may be waived with instructor approval. Explore nonlinear methods of storytelling and how web-based tools can enhance journalism written and online work. In addition to building existing skills, students use photography and embedded audio to create story packages.

JOUR-J 307 Media Career Planning (1 cr.) Prepare for job or internship searches. Polish your resume or portfolio. Learn how to write cover letters and practice interviewing skills. Understand how to articulate your abilities and experiences to market yourself to potential employers. Prepare a career action plan.

JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on the role of the copywriter. Research, media, legal aspects, ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 321 Principles of Public Relations (3 cr.) Survey course about theory and practice of public relations. Examines PR function within organizations, its impact on public, and role in society. Topics include the evolution of the field, the range of roles and responsibilities that practitioners assume, ethics, and significant issues and trends.

JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) P: JOUR-J 321. Covers a wide variety of knowledge and skills needed by entry-level public relations practitioners. Topics include media relations, community relations and internal communications.

JOUR-J 344 Photojournalism Reporting (3 cr.) This is an intermediate photojournalism course focusing on the basics of light, camera operation, and the use of the digital darkroom. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy, and law.

JOUR-J 349 Public Relations Writing (3 cr.) P: JOUR-J 200; may be waived with instructor approval. Develop the professional writing skills expected of beginning public relations practitioners, including different approaches required for a variety of audiences and media. Focus on the basics of good writing as well as the art of writing. Brush up on AP style. Learn how to work effectively with clients.

JOUR-J 354 Photo Journalism Editing (3 cr.) Workshop in the principles of combining visual and verbal material

with emphasis on news judgment, fairness, accuracy, editorial balance, and language usage. Practice in cropping, layout, design, writing headlines and captions, and computer editing technology.

JOUR-J 360 Journalism Specialties (1-4 cr.) Topical course dealing with changing subjects and material from term to term.

JOUR-J 362 Journalism Multimedia Storytelling (3 cr.)
P: JOUR-J 200; may be waived with instructor approval. Hands-on experiences in reporting, editing and presenting stories in images, sound and spoken word. Goes beyond basic skills with advanced cameras and software. Create projects including Podcast, Audio slideshow, web video, and Portfolio website to display projects.

JOUR-J 384 Videojournalism (3 cr.) Students will learn shooting, editing, producing, and distributing high-quality videojournalism.

JOUR-J 385 Television News (3 cr.) P: JOUR-J 200; may be waived with instructor approval. Work as a staff member on the campus student news organization. Preparation and presentation of news for television. Practice in writing, reporting and editing news for TV.

JOUR-J 425 Supervision of School Media (3 cr.)
Lectures and discussion on designing, producing, and financing school newspapers and yearbooks. Practical exercises in journalistic writing, editing, layout, and photography

JOUR-J 429 Public Relations Campaigns (3 cr.)
P: JOUR-J 321; may be waived with instructor approval. How to develop a campaign proposal to meet a client's business objectives and how to pitch it. Part of the course focuses on media relations and crisis communications training.

JOUR-J 485 Senior Seminar in Journalism (3 cr.)
P: Senior standing. Topical seminar dealing with changing subjects and material on relevant issues in journalism and mass communications; research paper usually required.

JOUR-J 499 Honors Research in Journalism (1-4 cr.)
P: Authorization required. To be taken in conjunction with advanced courses to meet requirements for the Journalism Honors Program.

LBST-D 501 Humanities Seminar (3 cr.) Interdisciplinary graduate seminar in the humanities.

LBST-D 502 Social Science Seminar (1 cr.)
Interdisciplinary graduate seminar in the social sciences.

LBST-D 510 Introduction to Graduate Liberal Studies (3-4 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.

LING-L 103 Introduction to the Study Language (3 cr.)
Linguistics as a body of information: nature and function of language: relevance of linguistics to other disciplines, with reference to modern American English.

LSTU-L 100 Survey of Unions & 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.

LSTU-L 101 American 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 a measure of dignity and security will be examined from social, economic and political perspectives.

LSTU-L 104 Introduction to Labor History (3 cr.) What can be learned from labor history? This class explores both central issues as well as historical methodologies looking at primary and secondary sources, considering bias and interpretation. Focusing on a few central questions and events, this class serves as an orientation for the study of labor history.

LSTU-L 110 Introduction to Labor Studies: Labor and Society (3 cr.) This course will introduce 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 nonwork lives and will look at U.S. labor relations in a comparative framework.

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.

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 employee rights.

LSTU-L 203 Labor & the Political Systems (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.

LSTU-L 205 Contemporary Labor Problems (3 cr.) An examination of some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, and conglomerates; environmental problems, minority and women's rights; community relations; 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 it. Explores the effects of job discrimination and occupational segregation. Analyses Title VII, the American with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

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.

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 on workers, unions, and collective bargaining of unemployment, investment policy, and changes in technology and corporate structure. Patterns of union political and bargaining response.

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 and explore alternatives to these policies.

LSTU-L 240 Occupational Health & Safety (3 cr.) Elements and issues of occupational health and safety. Emphasis 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 OSH Act of 1970.

LSTU-L 250 Collective Bargaining (3 cr.)

LSTU-L 290 Topics in Labor Studies (3 cr.) This is a number under which a variety of topics can be addressed in classroom-based programs on the campuses. Courses may focus on contemporary or special areas of labor studies, such as union education; others are directed toward specific categories of employees and labor organizations.

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.) The course explores the fundamental basis 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.

LSTU-L 331 Global Problems: Local Solutions (3 cr.) The course examines local manifestations of global problems confronting society, workers, and labor by analyzing issues, creating solutions/activities to address these issues. Governmental, non-governmental, and charitable organizations that aid with local problems are examined and students design solutions for global situations characterized by flexibility, insecurity, and geographic mobility.

LSTU-L 350 Issues in Collective Bargaining (3 cr.)

LSTU-L 370 Labor and Religion (3 cr.) This course has primarily a 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 which 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 385 Class, Race, Gender & 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 (1 cr.) Advanced courses in areas described under L290.

MATH-A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) P: Placement by exam or MATH-M 101. Quantitative reasoning, probability, elementary combinations, reading and interpreting graphs and tables, measuring central tendency and variation, scatter plots, correlation, and regression. Intended to meet the finite math requirement for students who will be taking MATH-K 300. Course uses applied examples from psychology, sociology, biology, and political science.

MATH-K 300 Statistical Techniques for Health Professionals (3 cr.) P: Placement by exam or MATH-M 101. Recommended: MATH-M 118 or MATH-A 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 decision; estimation and hypothesis testing. Special topics may include regression and correlation, analysis of variance, and nonparametric methods.

MATH-M 101 Topics in Algebra 4 (2 cr.) Topic: Linear Models and Graphs. Linear equations, inequalities, functions, graphs, systems, problem solving. Prepares students for MATH-M 102; MATH-M 110; MATH-M 112; MATH-M 114; MATH-A 118; MATH-M 118; MATH-T 101. Credit by examination not given.

MATH-M 102 Topics in Algebra 5 (2 cr.) P: Placement by exam or MATH-M 101 with a C or better. Topic: Non-Linear Models and Graphs. Polynomials, factoring, rational expressions, radicals, quadratic equations and functions, problem solving. Prepares students for MATH-M 122; MATH-M 125; and MATH-M 126.

MATH-M 110 Excursions into Mathematics (3 cr.) P: Placement by exam or MATH-M 101 with a C or better. Topics may include: Problem Solving, Logic, Set Theory, Numerations Systems (Historic and Other Bases Systems), Mathematics of Finance, Management Science, Apportionment and Voting Theory. This course does not count toward a major in mathematics.

MATH-M 114 Quantitative Literacy II (3 cr.) P: Placement by exam or MATH-M 101 with a C or better. Introduction to statistics. Quantitative reasoning,

probability, reading and interpreting graphs and tables, exploring shapes of distributions, measures or central tendency and variation.

MATH-M 118 Finite Mathematics (3 cr.) P: Placement by exam or MATH-M 101 with a C or better. Set theory, logic, permutations, combinations, simple probability, conditional probability, Markov chains.

MATH-M 119 Brief Survey of Calculus I (3 cr.)

P: Placement by exam or MATH-M 122 with a C or better. Sets, limits, derivatives, integrals, and applications.

MATH-M 120 Brief Survey of Calculus II (3 cr.)

P: MATH-M 119 with a C or better. A continuation of MATH-M 119 covering topics in elementary differential equations, calculus of functions of several variables, and infinite series. Intended for nonphysical science students. Credit not given for both MATH-M 120 and MATH-M 216. For additional restrictions, refer to MATH-M 215-MATH-M 216.

MATH-M 122 College Algebra (3 cr.) P: Placement by exam or MATH-M 102 with a C or better. Designed to prepare students for MATH-M 119 (Calculus). Includes solving and graphing linear, nonlinear, polynomial, radical, rational, exponential and logarithmic functions. Real life modeling and applications from business and economics. Credit not given for both MATH-M 122 and MATH-M 125.

MATH-M 125 Precalculus Mathematics (3 cr.)

P: Placement by exam or MATH-M 102 with a C or better. Designed to prepare students for MATH-M 215 (Calculus). Algebraic operations, polynomials, functions and their graphs, conic sections, exponential and logarithmic functions. Graphing calculators are not permitted in this course. Credit not given for both MATH-M 122 and MATH-M 125.

MATH-M 126 Trigonometric Functions (3 cr.) C: MATH-M 125 or equivalent. Designed to develop the properties of the trigonometric functions and equation solving to prepare for courses in calculus (MATH-M 215; MATH-M 216).

MATH-M 129 Business Algebra and Application (3 cr.)

P: One of the following: MATH-M 101, M 102, M 117, M 118, M 122, M 125, M 126, or ALEKS score of 35 or higher. Designed to prepare students for mathematical problems they will encounter in business. Includes solving and graphing linear, nonlinear, quadratic, exponential and logarithmic functions. Real life modeling and applications from business and economics.

MATH-M 215 Calculus I (5 cr.) Completion of MATH-M 125 and MATH-M 126 (or placement) are recommended prior to enrollment. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 216 Calculus II (5 cr.) P: MATH-M 215 with a C or better. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

MATH-M 295 Readings and Research (1-3 cr.)

P: Instructor permission required. Supervised problem solving. Admission only with permission of a member of the mathematics faculty who will act as supervisor.

MATH-M 303 Linear Algebra for Undergraduates

(3 cr.) P: MATH-M 216 with a C or better. Introduction to the theory of real vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Eigenvalues and eigenvectors.

MATH-M 311 Calculus III (3 cr.) P: MATH-M 216 with a C or better. Elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, and multiple integration.

MATH-M 312 Calculus IV (3 cr.) P: MATH-M 311 with C or better. Intended for students majoring in the physical sciences and applied mathematics. Vector integral calculus (line integrals, Green's theorem, surface integrals, Stokes' theorem and applications). Topics in series expansions, including Fourier series and some applications. Introduction to functions of a complex variable (Cauchy-Riemann equations, Cauchy integral theorem, Laurent expansions and applications).

MATH-M 313 Elementary Differential Equations with Applications (3 cr.)

P: MATH-M 216 with a C or better. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques.

MATH-M 320 Theory of Interest (3 cr.) 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.

MATH-M 360 Elements of Probability (3 cr.) P: MATH-M 216 with a C or better.

MATH-M 363 Sample Survey Techniques (3 cr.) P: Two years of high school mathematics including algebra, MATH-K 300 or equivalent, or consent of instructor. Techniques; simple random, stratified, systematic, cluster, proportions, ratios, percentages; sample size, and sources of error in surveys.

MATH-M 366 Elements of Statistical Inference (3 cr.)

P: MATH-M 360 with a C or better. Introduction to statistical theory. Basic sampling distributions. Order statistics. Point estimation, maximum likelihood estimation, the Cramer-Rao bound, least squares method, confidence intervals, hypothesis-testing concepts, Neyman-Pearson lemma, likelihood ratio tests, linear models, large sample theory, contingency tables, goodness-of-fit tests.

MATH-M 371 Elementary Computational Methods

(3 cr.) Interpolation and approximation of functions, solution of equations, numerical integration and differentiation. Errors convergence, and stability of the procedures. Students write and use programs applying numerical methods.

MATH-M 380 History of Mathematics (3 cr.)

P: MATH-M 216 with a C or better. Brief study of the development of algebra and trigonometry; practical, demonstrative, and analytic geometry; calculus, famous problems, calculating devices; famous mathematicians and chronological outlines in comparison with outlines in the sciences, history, philosophy, and astronomy.

MATH-M 391 Introduction to Mathematical Reasoning (3 cr.) P: MATH-M 216 with a C or better. Elementary logic, techniques of proof, basic set theory, functions, relations, binary operations, number systems, counting. Bridges the gap between elementary and advanced courses.

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 303 and MATH-M 391 with a C or better or consent of instructor. Study of groups, rings, field extensions, with applications to linear transformations.

MATH-M 404 Introduction to Modern Algebra II (3 cr.) P: MATH-M 403 with a C or better. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations.

MATH-M 405 Number Theory (3 cr.) P: MATH-M 216 with a C or better. 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.

MATH-M 406 Topics in Mathematics (3 cr.) P: Instructor permission required. Selected topics in various areas of mathematics not covered by the standard courses.

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 311 and MATH-M 391 with a C or better. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieljes integral, and special topics.

MATH-M 414 Introduction to Analysis II (3 cr.) P: MATH-M 413 with a C or better. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieljes integral, and special topics.

MATH-M 421 Introduction to Topology I (3 cr.) P: MATH-M 303 and MATH-M 311 with a C or better. Introduction to point set topology with emphasis on metric spaces. Continuity, Cartesian products, connectedness, compactness, completeness. Elements of homotopy theory, fundamental group and covering spaces, elementary homology theory, applications to simplicial complexes and manifolds.

MATH-M 425 Graph (Network) Theory and Combinatorial Theory (3 cr.) P: MATH-M 216 with a C or better. 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.

MATH-M 436 Introduction to Geometries (3 cr.) P: MATH-M 391 with a C or better or consent of instructor. Non-Euclidean geometry, axiom system. Plane projective geometry, Desarguesian planes, perspectives, coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 303, MATH-M 311, and MATH-M 360 or consent of instructor. C: MATH-M 303, MATH-M and MATH-M 360. Formation and study of

mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH-M 471 Numerical Analysis I (3 cr.) P: MATH-M 303 and MATH-M 313, or consent of instructor. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

MATH-M 490 Problem Seminar (3 cr.) P: MATH-M 303, MATH-M 403, or MATH-M 413 and consent of instructor. C: MATH-M 403 or MATH-M 413 Introduction to research techniques for advanced undergraduates, based on problems from parts of the regular curriculum, such as linear algebra, topology, probability, and analysis. Emphasis will be on problems of both current and historical interest but usually not in the standard literature.

MATH-M 493 Senior Thesis in Mathematics (1 cr.) P: MATH-M 403 or MATH-M 413 and permission of instructor. The student must write and present a paper (senior thesis) on a topic agreed upon by the student and the department chairperson or advisor delegated by the chairperson.

MATH-T 101 Mathematics for Elementary Teachers I (3 cr.) P: Placement by exam. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Only open to elementary education majors.

MATH-T 102 Mathematics for Elementary Teachers II (3 cr.) P: MATH-T 101 with a C or better. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics.

MATH-T 103 Mathematics for Elementary Teachers III (3 cr.) P: MATH-T 101 with a C or better. Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics.

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.

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215 and CHEM-C 101, CHEM-C 102, or CHEM-C 105 with a C or better. C: MICR-J 201. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: MICR-J 200. Bacteriological techniques: microscopy, asepsis, pure culture, identification. Biology of microorganisms; action of antimicrobial agents. Representative immunological reactions. Recognition of pathogenic fungi and animal parasites.

MICR-M 310 Microbiology (3 cr.) P: BIOL-L 211 with grade of C or better. C: MICR-M 315. Introduction to

microorganisms and viruses as model systems for comparative studies of cytology, metabolism, nutrition, genetics, and intracellular regulatory mechanisms, with emphasis on medical microbiology.

MICR-M 315 Microbiology: Laboratory (2 cr.) P: MICR-M 310 with grade of C or better. C: MICR-M 310. Exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions.

MICR-M 350 Microbial Physiology and Biochemistry (3 cr.) P: BIOL-L 211 and MICR-M 315. C: MICR-M 360. Intended for biology and chemistry majors. Introduction to microbial biochemistry and physiology; nutrition, growth, and metabolism of selected bacteria.

MICR-M 420 Environmental Microbiology (5 cr.) P: BIOL-L 211 with grade of C or better. Role of microorganisms in various ecosystems. Detection and enumeration of microorganisms and their products from various environments.

MUS-A 101 Introduction of Audio Technology (2 cr.) Introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog and digital recording, microphone placement, mixing, and editing.

MUS-A 270 Multi-track Studio Technology 1 (2 cr.) P: MUS-A 101. Introduction to multitrack recording studio procedures with an emphasis on mixing console operation, signal flow, microphone selection and use, and recording session planning and etiquette.

MUS-A 301 Electronic Studio Resources I (2 cr.) P: MUS-T 113 or instructor permission. An introduction to techniques and equipment used in the electronic music lab. Past musical study and experience required. MUS-A 301 required for all music majors.

MUS-A 302 Electronic Studio Resources II (2 cr.) P: MUS-E 241 and MUS-T 109 or higher (MUS-T 113-114). An introduction to techniques and equipment used in the electronic music lab. Past musical study and experience required.

MUS-A 321 Sound for Picture Production (3 cr.) P: MUS-A 301. Study of audio production techniques for radio, video, film, and multimedia. Emphasis on mixing criteria for broadcast and visual productions.

MUS-A 370 Multi-track Studio Technology 2 (2 cr.) P: MUS-A 270. Supervised practical experience in multitrack studio procedures with an emphasis on contemporary microphone and recording techniques. Small group and individual project work, as well as group listening and discussion.

MUS-A 423 Project in Sound Engineering (1 cr.) P: MUS-A 470, Gateway and departmental permission. Capstone Project for sound engineering students. Includes presentation that demonstrates advanced audio production skills.

MUS-A 470 Individual Projects in Sound Engineering (2 cr.) P: MUS-A 370, Gateway. Supervised practical experience in contemporary multitrack recording and mixing. Includes individual project work as well as group listening and discussion.

MUS-B 110 Horn Elective/Secondary (2 cr.) Private French horn lessons.

MUS-B 120 Trumpet Undergraduate Elective/Secondary (2 cr.) Private Trumpet lessons.

MUS-B 130 Trombone Elective/Secondary (2 cr.) Private Trombone lessons.

MUS-B 150 Tuba Elective/Secondary (2 cr.) Private Tuba lessons.

MUS-B 260 Horn (Applied Music) (2 cr.) P: Admission through audition as a music major or permission of department. For majors. Private studio instruction in horn. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-B 270 Trumpet (Applied Music) (2 cr.) P: Admission through audition as a music major or permission of department. For majors. Private studio instruction in trumpet. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-B 280 Trombone/Euphonium (Applied Music) (2 cr.) P: Admission through audition as a music major or permission of department. For majors. Private studio instruction. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-B 290 Tuba (Applied Music) (2 cr.) P: Admission through audition as a music major or permission of department. For majors. Private studio instruction in tuba. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-B 310 French Horn (2 cr.) P: Two semesters of MUS-B 260. Private French Horn lessons for music majors.

MUS-B 325 Trumpet and Cornet (2 cr.) P: Two semesters of MUS-B 270. For majors. Private studio instruction. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-B 330 Trombone (1 cr.) P: Two semesters of MUS-B 280. Private Trombone lessons all music majors.

MUS-B 350 Tuba (2 cr.) P: Two semesters of MUS-B 290. Private studio instruction in tuba for music majors.

MUS-B 402 Brass Senior Recital (1 cr.) P: Permission of instructor. Applied music.

MUS-B 415 French Horn (2 cr.) P: Two semesters of MUS-B 310. For majors. Private studio instruction in horn. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-B 420 Trumpet Undergraduate Major (1 cr.) P: Two semesters of MUS-B 325. For majors. Private studio instruction in trumpet. Levels may be repeated for

credit (2 credit hours each semester). Applied music fee required.

MUS-B 425 Trumpet and Cornet (2 cr.) P: Two semesters of MUS-B 325. For majors. Private studio instruction in trumpet. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-B 430 Trombone Undergrad Major (1 cr.) P: Two semesters of MUS-B 333. Applied music.

MUS-B 450 Tuba Undergrad Major (1 cr.) P: Two semesters of MUS-B 350. Private studio instruction in Tuba for majors.

MUS-D 100 Percussion Elective/Secondary (2 cr.) Private Percussion lessons.

MUS-D 200 Percussion Instruments (1-2 cr.) Private percussion lessons at the secondary level.

MUS-D 260 Percussion (Applied Music) (2 cr.)
P: Admission by audition as a music major or permission of department. For majors. Private studio instruction in percussion. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-D 300 Percussion Instruments (2 cr.) P: Two semesters of MUS-D 260. Private percussion lessons for music majors.

MUS-D 305 Percussion (2 cr.) P: Two semesters of MUS-D 260. For majors. Private studio instruction in percussion. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-D 400 Percussion Undergrad Major (2 cr.) P: Two semesters of MUS-D 300. For majors. Private studio instruction in percussion. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-D 402 Senior BM Percussion Recital (2 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-D 405 Percussion (2 cr.) P: Two semesters of MUS-D 305. For majors. Private studio instruction in percussion. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-E 241 Introduction to Music Fundamentals (3 cr.) Basic music theory and beginning piano with an interdisciplinary focus. Fulfills arts requirement for special education and elementary education. Also for the nonmajor who wishes to learn the basics of music notation, scales, chords, and rhythms.

MUS-E 493 Piano Pedagogy (3 cr.) P: Permission of the instructor. Techniques and methods for teaching piano. Includes observation of private lessons.

MUS-E 545 Guided Professional Experience (1-3 cr.) Further development of professional skills in teaching, supervision, and administration by means of laboratory techniques and use of School of Music facilities

and resources. Evidence of competency to carry on independent work required.

MUS-G 261 String Class Techniques (1-2 cr.) Class instruction and teaching methods for violin, viola, violoncello and double bass.

MUS-G 281 Bass Instrument Techniques (1-2 cr.) Class instruction for developing proficiency on trumpet, French horn, trombone, euphonium, and tuba. Study of methods and materials for teaching brass instruments in class or private lessons.

MUS-G 337 Woodwind Techniques (1 cr.) Class instruction and teaching methods for flute, oboe, bassoon, clarinet, and saxophone.

MUS-G 338 Percussion Techniques (1-2 cr.) Class instruction to learn the rudiments of snare drum, tympani, and mallet instruments. Study of methods and materials for teaching percussion instruments in class or private lessons.

MUS-G 370 Techniques for Conducting (2 cr.) Introduction to philosophy and fundamentals of conducting. Scores preparation, baton and hand gestures for the right hand and use of the left hand; all standard meters and time patterns; varying dynamics, accents, musical characteristics and styles.

MUS-G 371 Choral Conducting I (2 cr.) Further development of basic conducting technique with a concentration on choral concepts. Emphasis on period style elements, analytical listening, aspects of choral tone, text analysis, score preparation, rehearsal planning, vocal techniques, and other advanced problems in choral conducting. Conduct representative works from varying style periods.

MUS-G 373 Instrumental Conducting (2 cr.) Further development of score reading and conducting techniques. Emphasis on experience conducting live instrumental ensembles.

MUS-H 100 Harp Elective/Secondary (2 cr.) Private studio instruction in harp. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-H 260 Harp (Applied Music) (2 cr.) P: Admission through audition as a music major or permission of department. For majors. Private studio instruction in harp. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-H 305 Harp (2 cr.) P: Two semesters of MUS-H 260. For majors. Private studio instruction in harp. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-H 402 Harp BM Senior Recital (1 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-H 405 Harp (2 cr.) P: Two semesters of MUS-H 305. For majors. Private studio instruction in harp. Levels

may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-K 200 Secondary Composition (3 cr.)

P: Permission of instructor. Writing and analysis under professional guidance in private consultations and class discussions.

MUS-K 300 Composition Concentration (3 cr.) P: MUS-T 113 or permission of instructor. For majors. Writing and analysis under professional guidance in private consultations and class discussions.

MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.) P: MUS-T 113. Fundamentals of orchestration, arranging and scoring for orchestra, band and chorus.

MUS-K 400 Composition Major (3 cr.) P: Two semesters of MUS-K 300. Individually prescribed lessons in composition.

MUS-K 402 Senior Recital in Composition (0-1 cr.) P: Completion of sophomore gateway. For majors. Course should be taken simultaneously with MUS-K 400.

MUS-K 403 Electronic Studio Resources I (2 cr.) P: MUS-A 301 and MUS-A 302. Continued study in electronic music laboratory emphasizing the creative application of resources introduced in MUS-A 301 and MUS-A 302.

MUS-K 406 Projects in Electronic Music (1-3 cr.) P: Completion of sophomore gateway. Projects in Electronic Music.

MUS-K 710 Composition Graduate Elective (2-4 cr.) Weekly lessons in composition given on an individual basis.

MUS-L 100 Guitar Elective/Secondary (2 cr.) Private studio instruction in guitar. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-L 101 Beginning Class Guitar (1 cr.) Classical guitar instruction in a class situation for non-music majors.

MUS-L 102 Intermediate Guitar Class (2 cr.) Class guitar instruction for beginning students.

MUS-L 153 Introduction to Music Therapy (3 cr.) Introduction to the influences of music on behavior, the healing properties of music, the use of music therapy with a variety of populations and the development of the music therapy profession. Includes an introduction to the clinical process and music therapy procedures as well as participation in experiential activities. Approved general education course in artistic expression.

MUS-L 200 Guitar (2 cr.) Private studio instruction in guitar. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-L 260 Guitar (Applied Music) (2 cr.) For majors. Private studio instruction in guitar. Levels may be repeated for credit (2 credit hours each semester). Applied music

fee required. Take two semesters at this number before proceeding to the next level.

MUS-L 300 Concentration Guitar (2 cr.) P: Two semesters of MUS-L 260. For majors. Private studio instruction in guitar. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-L 400 Guitar Undergrad Major (2 cr.) P: Two semesters of MUS-L 300. For majors. Private studio instruction in guitar. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-L 402 Senior BM Guitar Recital (1 cr.) P: Permission of instructor. For majors. Should be taken simultaneously with applied study.

MUS-M 110 Special Topics in Music (1-3 cr.) An introduction to the history of various styles of rock and popular music and to the music of significant composers and performers in these genres. For the nonmajor.

MUS-M 174 Music for the Listener (3 cr.) An introduction to the art of music and its materials; to symphonic music, opera, and other types of classical music; and to the works of the great composers. For the nonmajor.

MUS-M 201 Literature of Music I (3 cr.) Recommended: one year of music theory. Survey of music from classical antiquity to 1750. Designed to develop a perspective on the evolution of music in its socio-cultural milieu, a repertoire of representative compositions, and techniques for listening analytically.

MUS-M 202 Literature of Music II (2 cr.) Recommended: one year of music theory. Survey of music from the classical era to the present. Designed to develop a perspective on the evolution of music in its social-cultural milieu, a repertoire of representative compositions, and a technique for listening analytically.

MUS-M 338 Methods and Materials for Teaching Choral Music (2 cr.) Development and organization of administration of choral music programs in the middle and secondary school. Emphasis on auditioning and placement, vocal productions, rehearsal techniques, and appropriate choral literature.

MUS-M 375 Survey of Ethnic and Popular Music of the World (3 cr.) A study of music of other nations and cultures and including Native American, Asian, Middle Eastern, and African American music. For the nonmajor.

MUS-M 403 History of Music I (3 cr.) P: Must have passed Gateway exams. Recommended: one year of music theory. Study of music from the beginning of western civilization to 1700. Analysis of representative compositions; relationship of music to the socio-cultural background of each epoch.

MUS-M 404 History of Music II (3 cr.) P: Must have passed Gateway exams. Recommended: one year of music theory. Continuation of M403. Study of music from 1750 to the 20th Century. Analysis of representative compositions; relationships of music to the socio-cultural background of each epoch.

MUS-M 414 Choral Repertoire (2 cr.) This course presents an overview of choral repertoire from the early

Renaissance to the present. Students will explore a variety of genres and composers throughout history.

MUS-M 540 Appreciation of Music (3 cr.) A study of the place of music and the other performing arts in society; philosophy and aesthetic theory in the arts; development of critical standards; listening to music; concert and opera attendance. For graduate students outside the department of music.

MUS-M 543 Keyboard Literature from 1700 to 1850 (3 cr.) A survey of literature for stringed keyboard instruments (piano and harpsichord) from the age of Bach to the twentieth century. Historical, stylistic, formal, and aesthetic features.

MUS-M 566 Ethnic Music Survey (3 cr.) A study of the music of other nations and cultures including Native American, Asian, Middle Eastern, and African American music. For the nonmajor.

MUS-M 566 Ethnic Music Survey (3 cr.) The purpose of the course is to introduce the general student to the music and the musical life of a wide spectrum of the world's peoples and cultures, thereby providing a multi-cultural musical experience and a broadened cultural as well as musical perspective.

MUS-P 100 Piano Elective/Secondary (2 cr.) Private studio instruction in piano. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-P 101 Piano Class I (1 cr.) Class piano instruction for beginning students.

MUS-P 105 Keyboard Proficiency (0-1 cr.)

P: Permission of Instructor of department. All students majoring in music must pass a piano proficiency examination. Students will register in P105 no later than fourth semester of study, and will receive the grade of S when they have successfully passed the examination.

MUS-P 200 Piano (2 cr.) Individual piano lesson at the secondary level. Additional applied fee. Time scheduled with the instructor.

MUS-P 260 Piano (Applied Music) (2 cr.) P: Admission by audition as a music major or permission of department. For majors. Private studio instruction in piano. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-P 300 Piano (1 cr.) Individual piano lessons for music majors. Additional applied fee. Time scheduled with instructor.

MUS-P 305 Piano (2 cr.) P: Two semesters of MUS-P 260. For majors. Private studio instruction in piano. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-P 400 Piano (1 cr.) P: Two semesters of MUS-P 305. Applied music.

MUS-P 402 Senior BM Piano recital (0-1 cr.)

P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-P 700 Piano Graduate Elective (2-4 cr.)

MUS-Q 100 Organ Elective/Secondary (2 cr.) Private studio instruction in organ. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-Q 260 Organ (Applied Music) (2 cr.) For majors. Private studio instruction in organ. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-Q 305 Organ (2 cr.) P: Two semesters of MUS-Q 260. For majors. Private studio instruction in organ. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-Q 400 Organ Undergrad Major (2 cr.) P: Two semesters of MUS-Q 305. For majors. Private studio instruction in organ. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-Q 402 Senior BM Organ Recital (1 cr.)

P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-R 251 Workshop in Opera Acting 1 (1 cr.)

P: Permission of conductor or audition.

MUS-S 110 Violin Elective/Secondary (2 cr.) Private violin lessons for non-music majors. Additional applied fee. Time scheduled with the instructor.

MUS-S 120 Viola Elective/Secondary (1 cr.) Private viola lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

MUS-S 130 Cello Elective/Secondary (1 cr.) Private cello lessons. Additional applied fee. Time scheduled with instructor.

MUS-S 140 Double Bass Elective/Secondary (1 cr.)

Private bass lessons. Additional applied fee. Time scheduled with instructor.

MUS-S 260 Violin (Applied Music) (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in violin. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-S 270 Viola (Applied Music) (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in viola. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-S 280 Cello (Applied Music) (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in cello. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-S 290 Bass (Applied Music) (2 cr.) P: Admission by audition as a music major or permission of department. For majors. Private studio instruction in bass. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-S 315 Violin (2 cr.) P: Two semesters of MUS-S 260. For majors. Private studio instruction in violin. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-S 315 Violin (2-6 cr.)

MUS-S 320 Viola (1 cr.) P: Two semesters of MUS-S 270. Private lessons in viola for music majors. Additional applied fee. Time scheduled with instructor.

MUS-S 330 Cello (1 cr.) P: Two semester of MUS-S 280. Private lessons in cello ' for music majors. Additional applied fee. Time scheduled with instructor.

MUS-S 345 Double Bass (2 cr.) P: Two semesters of MUS-S 290. Private studio instruction in bass - for majors

MUS-S 402 Senior BM String Recital (1 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-S 415 Violin (2 cr.) P: Two semesters of MUS-S 315. For majors. Private studio instruction in violin. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-S 420 Viola Undergrad Major (1 cr.) P: Two semesters of MUS-S 320. Private studio instruction in viola for majors

MUS-S 430 Cello Undergrad Major (1 cr.) P: Two semesters of MUS-S 330. Private studio instruction in cello - for majors

MUS-S 440 Double Bass Undergrad Major (2 cr.)
P: Two semesters of MUS-S 345. For majors. Private studio instruction. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-T 109 Rudiments of Music 1 (3 cr.) Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

MUS-T 113 Music Theory I (3 cr.) P: MUS-T 109 or by passing a theory placement exam. Required for all music majors. Study of the elements of basic musicianship: intervals, scales, triads, rhythm and meter, music nomenclature, rudiments of two-part writing and diatonic harmony.

MUS-T 114 Music Theory II (3 cr.) P: MUS-T 113. Required for all music majors, Continuation of the study of harmony in context with four-part writing, diatonic harmony, secondary functions and modulation. Examination of musical forms and structures. Emphasis on musical analysis and compositional applications.

MUS-T 115 Sightsinging & Aural Perception I (1 cr.)
P: MUS-T 109 or by passing a theory placement exam or permission of instructor. Diatonic melody and harmony; aural skills, music sight-reading, keyboard skills. Music

majors are advised to take this course concurrently with MUS T113.

MUS-T 116 Sightsinging & Aural Perception II (1 cr.)
P: MUS-T 115. Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS T114.

MUS-T 213 Music Theory III (3 cr.) Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Medieval through classical sonatas, including the entire harmonic vocabulary of the Common Practice Era.

MUS-T 214 Music Theory IV (3 cr.) Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Classical through 20th century.

MUS-T 215 Sightsinging/Aural Perception III (1 cr.)
P: MUS-T 116. Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS-T 213.

MUS-T 216 Sightsinging & Aural Perception IV (1 cr.)
P: MUS-T 215. Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS-T 214.

MUS-T 400 Undergraduate Readings in Theory (1-6 cr.)
Independent study on a topic approved by the music theory department prior to enrollment in the course.

MUS-T 418 Music and Ideas (3 cr.) An introduction to the philosophy of music and the history and problems of musical aesthetics.

MUS-T 317 Analysis of Tonal Music (3 cr.) P: MUS-T 114. Builds on the foundation of first-year theory. Development of contrapuntal skills through appropriate exercises and analysis of polyphonic styles from selected periods. Also systematically incorporates chromatic harmony with an intensive study of music styles; integrates chordal vocabulary with larger formal processes.

MUS-T 318 Analysis of Post-Tonal Music (3 cr.)
P: MUS-T 317. Introduction to and analysis of works from Impressionism to music of today.

MUS-U 230 Foreign Language for Singers (3 cr.) Study of language techniques, diction, international phonetic alphabet, and pronunciation fundamentals.

MUS-U 411 Performing Arts Center Management (3 cr.) On national and local level. Mechanics of management, booking of concert artists and attractions, organized-audience plan, local concert series, symphony management.

MUS-U 413 Legal Aspects of the Music Industry (3 cr.)
Introduction to the legal environment affecting music such as copyright, artist contracts, royalties, rights associated with intellectual property, and publishing.

MUS-U 440 Practicum (2 cr.) Internships for music business and music technology students.

MUS-V 100 Voice Elective/Secondary (2 cr.) Private studio instruction in voice. Levels may be repeated for

credit (2 credit hours each semester). Applied music fee is required for all students. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-V 101 Voice Class (2 cr.) Class voice instruction for beginning students.

MUS-V 200 Voice (2 cr.) Private lessons.

MUS-V 260 Voice (Applied Music) (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in voice. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-V 300 Voice (1 cr.) Individual voice lessons at the concentration level. Additional applied fee. Time scheduled with instructor.

MUS-V 305 Voice (2 cr.) P: Two semesters of MUS-V 260. For majors. Private studio instruction in voice. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-V 400 Voice (2 cr.) P: Two semesters of MUS-V 305. For majors. Private studio instruction in voice. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-V 402 Senior BM Voice Recital (1 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-V 700 Voice Graduate Elective (2-4 cr.)

MUS-W 110 Flute/Piccolo Elective/Secondary (2 cr.)
Private studio instruction in flute/piccolo. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level.

MUS-W 120 Oboe/English Horn Elective/Secondary (2 cr.) Individual Oboe/Eng Horn lessons.

MUS-W 130 Clarinet Elective/Secondary (2 cr.)
Individual Clarinet lessons.

MUS-W 140 Bassoon Elective/Secondary (2 cr.)
Individual Bassoon lessons.

MUS-W 150 Saxophone Elective/Secondary (2 cr.)
Individual Saxophone lessons.

MUS-W 240 Bassoon (1 cr.) P: Admission by audition as a music major or permission by department. Private Bassoon lessons at the secondary level.

MUS-W 250 Saxophone (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in saxophone. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-W 260 Flute/Piccolo (Applied Music) (2 cr.)
P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in

flute/piccolo. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-W 270 Oboe (Applied Music) (2 cr.) P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in oboe. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required. Take two semesters at this number before proceeding to the next level.

MUS-W 280 Clarinet (Applied Music) (2 cr.)
P: Admission by audition as a music major or permission by department. For majors. Private studio instruction in clarinet. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Take two semesters at this number before proceeding to the next level.

MUS-W 315 Flute and Piccolo (2 cr.) P: Two semesters of MUS-W 260. For majors. Private studio instruction in flute/piccolo. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-W 320 Oboe and English Horn (1 cr.) P: Two semesters of MUS-W 270. Private Oboe and English Horn lessons for music majors.

MUS-W 330 Clarinet (1 cr.) P: Two semesters of MUS-W 280. Private Clarinet lessons for music majors.

MUS-W 345 Bassoon (2 cr.) P: Two semesters of MUS-W 240. For majors. Private studio instruction in bassoon. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-W 355 Saxophone (2 cr.) P: Two semesters of MUS-W 250. For majors. Private studio instruction in saxophone. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-W 402 Senior BM Woodwind Recital (1 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors.

MUS-W 410 Flute/Piccolo Undergrad Major (2 cr.)
P: Two semesters of MUS-W 315. For majors. Private studio instruction in flute/piccolo. Levels may be repeated for credit (2 credit hours each semester). Applied music fee required.

MUS-W 420 Oboe/Eng Horn Undergrad Major (1 cr.)
P: Two semesters of MUS-W 320. Private studio instruction in oboe - for majors.

MUS-W 430 Clarinet (2 cr.) P: Two semesters of MUS-W 330. For majors. Private studio instruction in clarinet. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-W 445 Bassoon (2 cr.) P: Two semesters of MUS-W 345. For majors. Private studio instruction in bassoon. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-W 455 Applied Saxophone (2 cr.) P: Two semesters of MUS-W 355. For majors. Private studio instruction in saxophone. Levels may be repeated for

credit (2 credit hours each semester). Applied music fee is required for all students.

MUS-X 1 All-Campus Ensemble (0 cr.) P: All ensembles require permission of conductor or audition.

MUS-X 2 Piano Accompanying (1 cr.) P: Permission of the instructor. For BM piano majors who have passed the upper-division examination and for MM, AD, PDSP, and PDCP piano majors. Other qualified students may enroll with approval of the choral department.

MUS-X 341 Guitar Ensemble (1 cr.) P: All ensembles require permission of conductor or audition.

MUS-X 341 Guitar Ensemble (1 cr.) Guitarist receives coaching in duet, trio and quartet ensembles. Provides students with the opportunity to perform with other guitarists as well as other instrumentalists/vocalists.

MUS-X 350 Jazz Ensemble (1 cr.) P: All ensembles require permission of conductor or audition.

MUS-X 40 University Instrumental Ensembles (0 cr.) P: All ensembles require permission of conductor or audition. University instrumental ensemble.

MUS-X 421 Chamber Music with Piano (1 cr.) This course consists of coaching a chamber ensemble while covering a wide range of topics and music foundational to ensemble performance. Repertoire is assigned by the instructor and will cover the major stylistic periods from the classical period up to the music of today.

MUS-X 423 Chamber Music (1 cr.) P: All ensembles require permission of conductor or audition. Choral ensemble dedicated to performing a variety of repertoire including great choral masterpieces of the eighteenth through twentieth centuries. Open to all students.

MUS-X 60 Early Music Ensemble (2 cr.) Required for all early music majors.

MUS-X 70 University Choral Ensembles (1 cr.) P: All ensembles require permission of conductor or audition. Choral ensemble dedicated to performing a variety of repertoire including great choral masterpieces of the eighteenth through twentieth centuries. Open to all students.

MUS-X 95 Performance Class (0 cr.) Performance laboratory. Students will attend concerts recitals and other prescribed music events.

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.

MUS-Z 340 Intro to Music Business (3 cr.) An introduction to the business aspects of the music industry. Recording companies, artists, and contracts; music production; copyright, licensing, and publishing; booking agents, promotions, and performing rights organizations.

NATS-R 300 Research in the Sciences (1-3 cr.) P: Department consent. This course allows students who want to participate in research to do so; and allows students who received research fellowships to finish their work when the fellowship runs out.

NATS-S 100 Introduction to Pre-Professional Science Studies (1 cr.) This course is designed for students planning to pursue admission into professional science programs (medical, dental, pharmacy, veterinary, etc.).

NATS-S 200 Career Advising: Science Careers (1 cr.) P: For Natural Science Majors only. This course is designed for students pursuing a Science degree at Indiana University Southeast who are not currently working in a professional position.

NATS-S 350 Seminar in Pre-Professional Science Studies (1 cr.) P: NAT-S 100 Standardized test strategies and the science based professional school application process.

NURS-B 231 Comm Skill for Hlth Profsnl (3 cr.) Students in this course will focus on basic communication skills essential for working with clients of various ages and health care professionals. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals, within groups, and through electronic media.

NURS-B 232 Introduction to the Discipline (3 cr.) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, wholism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. This course helps the student understand nursing's unique contributions to meeting societal needs through integrating theory, research, and practice.

NURS-B 233 Health and Wellness (4 cr.) P: All 200 level Nursing Courses This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinates of health, wellness, and illness across the life span. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health promotion, disease prevention, illness prevention, and nursing interventions.

NURS-B 236 Developmental Issues in Nursing (3 cr.) P: NURS-B 231, NURS-B 232, NURS-B 244, and NURS-B 245 The course focuses on theories of individual development and family adaptation across the lifespan and health promotion/risk reduction topics for specific age groups. Students will perform assessments on individuals in various age groups.

NURS-B 244 Comprehensive Health Assessment (2 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 248 Science and Technology of Nursing (2 cr.) 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.

NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.) Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

NURS-B 304 Health Policy (3 cr.) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter and intra professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 344 Comprehensive Nursing Health Assessment (3-3 cr.) 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 Gerontological Nursing (3 cr.) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family caregiving, 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 (3 cr.) This course addresses nursing informatics: state of the science and issues for research, development and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 351 Alterations in Neuropsychological Health (3 cr.) P: sophomore-level courses. C: NURS-H 352, NURS-H 353, and NURS-H 354. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuropsychological Health: The Practicum (2 cr.) P: All sophomore-level courses C: NURS-H 351, NURS-H 353, and NURS-H 354. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and

small groups in supervised settings such as acute care, community based, transitional, and/or the home.

NURS-H 353 Alterations in Health I (3 cr.) P: All sophomore-level courses. C: NURS-H 351, NURS-H 352, and NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan intervention appropriate to health care needs.

NURS-H 354 Alterations in Health I: The Practicum (2 cr.) P: All sophomore-level courses. C: NURS-H 351, NURS-H 352, NURS-H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

NURS-H 355 Data Analysis/Pract & Research (3 cr.) Introduces nursing and other health science 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 361 Alterations in Health II (3 cr.) P: All sophomore-level courses: NURS-H 351, H 352, H 353, and H 354. C: NURS-H 262, H 363, H 364, H 365. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: The Practicum (2 cr.) P: All sophomore-level courses; NURS-H 351, H 352, H353, and H354. C: NURS-H 361, H 363, H 364, and H 365. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (3 cr.) P: All sophomore-level courses; NURS-H 351, H 352, H 353, and H 354. C: NURS-H 361, H 362, H 363, and H 365. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child-rearing phases of family development. Factors dealing with preserving, promoting, and restoring healthy status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: The Practicum (3 cr.) P: All sophomore-level courses; NURS-H 351, H 352, H 353, and H 354. C: NURS-H 361, H 362, H 363, and H 365. Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.) P: All sophomore-level courses; NURS-H 351, H 352, H 353, and H 354. C: NURS-H 361, H 363, and H 364. This course focuses

on development of the student's skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-I 630 Introduction to Nursing Informatics (3 cr.)

Introduction to the field of nursing informatics, current state of the science, and major issues for research and development. 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.

NURS-K 301 Complementary Health Therapies (3 cr.)

This course is designed to introduce the student to non-mainstream health care therapies. The course will serve as an introduction to a variety of therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology and massage, to name a few.

NURS-K 305 New Innovations in Health & Health Care (3 cr.)

This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/or research findings, and trends in health care delivery in a themed, survey, or independent study format.

NURS-K 434 Global Health Issues In Nurses (3 cr.)

The course focuses on global health issues, the conditions that contribute to global health disparities, and nursing interventions. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Students investigate issues and advocate for health justice.

NURS-K 490 Life Span Practicum (1 cr.) P: PSY-P 101. C: NURS-B 310. Students will make assessments and observations of individuals in various stages of growth and development.

NURS-K 492 Nursing Elective (1-6 cr.) P: Successful completion of junior-level courses or permission of instructor. Opportunity for the nursing student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

NURS-K 499 Genetics and Genomics (3 cr.) The course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-L 574 Administrative Management for 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 671 Financial Management: Nursing (3 cr.)

This course acquaints students with budget preparation and fiscal management. Fiscal management and strategic

change are analyzed. Students use computerized spreadsheets in budget preparation.

NURS-N 502 Nursing Theory for Advanced Nursing Practice (3 cr.)

This course focuses on analyzing the relationships between theory and research for effective translation to practice. Emphasis is placed on selection and evaluation of theories, interprofessional perspectives, and using theory to guide practice and research.

NURS-N 504 Leadership for Advancing 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 for Professional Nursing Practice (3 cr.)

P: Admission to the RN-BSN program. 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-R 375 Nursing Research and Evidence-Based Practice (3 cr.)

This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Nursing Practice Capstone (3 cr.)

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 inter-professional 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.

NURS-R 590 Scholarly Project (1 cr.) A guided experience in identifying a researchable nursing problem and in developing and implementing a research project.

NURS-S 410 Emergency Preparedness (3 cr.)

This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness,

leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Code Coordination (3 cr.) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of an interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 470 Restorative Health Related to Multisystem Failures (3 cr.) P: All junior-level courses. C: NURS-S 471, S 472, and S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multisystem Failures: The Practicum (2 cr.) P: All junior-level courses. C: NURS-S 470, S 472, and S 473. Students will apply the nursing process to the care of clients experiencing acute multisystem alterations in health.

NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.) P: All junior-level courses. C: NURS-S 470, S 471, and 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/economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multisystem Approach to the Health of the Community: Practicum (2 cr.) P: All junior-level courses. C: NURS-S 470, S 471, and 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.

NURS-S 474 Applied Health Care Ethics (3 cr.) Building on the ANA Code of Ethics, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution are applied.

NURS-S 475 Community Health: RNBSN (3 cr.) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health students apply the concepts of community assessment, disease prevention and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 481 Nursing Management (2 cr.) P: All junior-level courses; NURS-S 470, S 471, S 472, and S 473. C: NURS-S 482, S 483, S 484, and S 485. 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.

NURS-S 482 Nursing Management: The Practicum (3 cr.) P: All junior-level courses: NURS-S 470, S 471, S 472, and S 473. C: NURS-S 481, S 483, S 484, and S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) P: All junior-level courses; NURS-S 470, S 471, S 472, and S 473. C: NURS-S 481, S 482, S 484, and S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Evidence-Based Practice (1 cr.) P: All junior-level courses; NURS-S 470, S 471, S 472, and S 473. C: NURS-S 481, S 482, S 483 and S 485. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) P: All junior-level courses; NURS-S 470, S 471, S 472, and S 473. C: NURS-S 481, S 482, S 483, and S 484. 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.

NURS-S 487 Nursing Management: RNBSN (3 cr.) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivers systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.

NURS-T 615 Nursing Curriculum (3 cr.) Focus is on the process of developing a curriculum of nursing within a peer setting. Emphasis is also directed toward individual investigation of a nursing curriculum issue.

NURS-T 670 Teaching of Nursing (3-6 cr.) Seminar and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction.

NURS-Y 510 Advanced Practice Nursing Concepts I (3 cr.) Analyzes selected nursing concepts and related

research with a focus on ethics, professional role development, human diversity and social issues as well as health promotion and disease prevention. Relationship of concepts to advanced practice models is explored.

NURS-Y 520 Advanced Practice Nursing Concepts II (3 cr.) Analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics. Relationship of concepts to advanced practice models is explored.

NURS-Z 480 B.S.N. Portfolio Review for Course Substitution (1-6 cr.) The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience related to nursing practice. Includes elective credit awarded to registered nurses holding valid specialty certification from a professional nursing organization in an appropriate area of nursing. A maximum of 2 credit hours may be awarded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for registered nurses to participate in independent study of topics related to nursing practice under the guidance of a selected faculty member.

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, in philosophy of religion. Major emphases appear in the Schedule of Classes.

PHIL-P 113 Introduction to Debate, Argument, and Persuasion (3 cr.) Introduction to Debate, Argument, and Persuasion will give students the opportunity to develop basic skills in oral argument and debate, as well as in logical and critical thinking. The course will emphasize daily exercises designed to promote the abilities of students in the areas of persuasive, informative, and critical speech. Further, students will learn how to frame arguments in both prepared and spontaneous formats, both individually and in groups.

PHIL-P 140 Introduction to Ethics (3 cr.) The study of classical ethics texts by Aristotle, Kant, Mill, and many others. Examination of some contemporary moral issues.

PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.) Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, equality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the analysis and evaluation of arguments.

PHIL-P 170 Intro to Asian Philosophy (3 cr.) Survey of select philosophical traditions of India, China, and Japan, including Vedanta, Mahayana Buddhism, Confucianism,

and Taoism. Topics include the nature of reality, ethical responsibility, and the role of the "self" in creating ignorance and attaining enlightenment.

PHIL-P 200 Problems of Philosophy (3 cr.) P: ENG-W 131. Important problems at the center of rational reflection upon human experience, including issues in ethics, aesthetics, political philosophy, philosophy of religion, metaphysics, epistemology, and/or the history of philosophical thought. Emphasis upon interpretation, critical analysis, and evaluation of philosophical texts from contemporary and/or historical perspectives. Topics vary. Introductory level.

PHIL-P 237 Environmental Ethics (3 cr.) P: ENG-W 131. An introductory consideration of philosophical views regarding the extent of human responsibility for the natural environment.

PHIL-P 240 Business and Morality (3 cr.) P: ENG-W 131. Fundamental issues of moral philosophy in a business context. Application of moral theory to issues such as the ethics of investment, moral assessment of corporations, and duties of vocation.

PHIL-P 250 Symbolic Logic I (3 cr.) Propositional logic and first-order quantificational logic.

PHIL-P 251 Intermediate Symbolic Logic (3 cr.) P: ENG-W 131. Identity, definite descriptions, properties of formal theories, elementary set theory.

PHIL-P 302 Medieval Philosophy (3 cr.) P: ENG-W131; 3 credit hours in philosophy. A survey including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, Ockham, and Nicholas of Cusa.

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, Mill.

PHIL-P 306 Business Ethics (3 cr.) A philosophical examination of ethical issues which arise in the context of business. Moral theory will be applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

PHIL-P 310 Topics in Metaphysics (3 cr.) P: ENG-W 131; 3 credit hours of philosophy. Topics such as existence, individuation, contingency, universals and particulars, causality, determinism, space, time, events and change, relation of mental and physical.

PHIL-P 313 Theories of Knowledge (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Topics such as the nature of knowledge; the relation of knowledge and belief, of knowledge and evidence, of knowledge and certainty; and the problem of skepticism.

PHIL-P 314 Modern Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. A study of Western philosophy in the seventeenth and eighteenth centuries, dealing with such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant.

PHIL-P 316 Twentieth Century Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Study of select problems in twentieth century philosophy.

PHIL-P 319 American Pragmatism (3 cr.) P: ENG-W 131; 3 credits of philosophy. Examination of the central doctrines of Peirce, James, Dewey, Mead.

PHIL-P 320 Philosophy and Language (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.

PHIL-P 330 Marxist Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. An examination of major philosophical issues in Marxist theory. Historical materialism and the critique of idealism in metaphysics, the theory of knowledge, ethics, and social science. Discussion of both classical and contemporary sources.

PHIL-P 333 Philosophy Seminar (3 cr.) P: ENG-W 270 or ENG-W 290; 6 credit hours in philosophy. Careful collaborative study of selected texts from the history of philosophy in a seminar format.

PHIL-P 334 Buddhist Philosophy (3 cr.) P: ENG-W 131; 3 credit hours of philosophy. An examination of the basic philosophical concepts of early Buddhism and their subsequent development in India, Japan, and Tibet. Implications of the Buddhist view of reality for knowledge, the self, and ethical responsibility will be explored.

PHIL-P 335 Phenomenology and Existentialism (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. An overview of the main problems, themes, and foundational texts of Phenomenology and Existentialism, as well as intensive study of the writings of several of the most prominent thinkers in these movements. Selected readings from Buber, Camus, de Beauvoir, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Merleau-Ponty, Nietzsche, Sartre, and others.

PHIL-P 336 Analytic Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Selected readings from Russell, Moore, Wittgenstein, Carnap, Ryle, and others. Topics include realism, logical atomism, logical positivism, and ordinary language philosophy.

PHIL-P 338 Philosophy, Technology, and Human Values (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. A philosophical study of the role of technology in modern society, including consideration of the relationships between technology and human values.

PHIL-P 340 Classics in Ethics (3 cr.) P: ENG-W 131; 3 credit hours of philosophy. Readings from Plato and Aristotle to Kant, Mill, and Nietzsche. Topics include virtue and human nature, pleasure and the good, the role of reason in ethics, the objectivity of moral principles, and the relation of religion to ethics.

PHIL-P 342 Problems of Ethics (3 cr.) P: ENG-W 131; 3 credit hours of philosophy. May concentrate on a single large issue (e.g., whether utilitarianism is an adequate ethical theory), or several more or less independent issues (e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments, moral responsibility, moral emotions, concepts of virtue, cultural conflicts of value, the nature of moral discourse).

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in 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 right, social contract theory, and the notion of community.

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Intensive study of one or more problems such as civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 360 Introduction to the Philosophy of Mind (3 cr.) P: 6 credits in Philosophy, or permission of the instructor. Selected topics from among the following: the nature of mental phenomena (e.g. thinking, volition, perception, emotion); the mind-body problem (e.g. dualism, behaviorism, functionalism), connections to cognitive science issues in psychology; linguistics, and artificial intelligence; computational theories of mind.

PHIL-P 371 Philosophy of Religion (3 cr.) P: ENG-W 131; 3 credit hours of Philosophy. Topics such as the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 374 Early Chinese Philosophy (3 cr.) P: ENG-W 131; 3 credits of philosophy. Origins of Chinese philosophical traditions in the classical schools of Confucianism, Taoism, Mohism, and Legalism. Explores contrasting agendas of early Chinese and Western traditions.

PHIL-P 394 Feminist Philosophy (3 cr.) P: ENG-W 131; 3 credits of philosophy. A study of gender from the perspective of feminist philosophy. Topics include sexism, oppression, body, sex and sexuality, knowledge and value, race and class, as well as various gender-focused themes in popular culture.

PHIL-P 401 History of Philosophy: Special Topics (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. Special topics, such as developing views on one or more of the following subjects: substance, nature, essence, dialectics.

PHIL-P 410 Ancient Greek Philosophy (3 cr.) P: ENG-W 131; 3 credit hours in philosophy. A study of the earliest period of Western philosophy, dealing with such figures as the pre-Socratics, Plato, and Aristotle.

PHIL-P 435 Contemporary Continental Philosophy (3 cr.) P: ENG-W 131; 3 credits of philosophy. Study of the work of philosophers in contemporary continental philosophy, including figures such as Foucault, Derrida, Eco, and Habermas.

PHIL-P 490 Readings in Philosophy (1-3 cr.) P: ENG-W 131; 3 credits of philosophy; and consent of instructor. Intensive study of selected authors, topics, and problems.

PHIL-P 495 Senior Proseminar in Philosophy (1-4 cr.) P: ENG-W 270 or ENG-W 290; 9 credit hours in Philosophy; and senior status. For philosophy majors in their senior year of study. The proseminar will concentrate of issue(s) and figure(s) selected by the student and faculty involved. The emphasis will be on the preparation, formal presentation and discussion of papers.

PHIL-X 303 Introduction to Philosophy of Science (3 cr.) P: ENG-W 131; 3 credits in Philosophy. Scientific explanation, discovery, and theory testing. Do logic and mathematics have empirical content? Philosophical

issues in the sciences: causality, space-time, free will, and science of human behavior.

PHSL-P 130 Human Biology (3 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology, with emphasis on socially related problems.

PHSL-P 215 Basic Mammalian Physiology (5 cr.)
P: ANAT-A 215 or BIOL-L 101 and BIOL-L 102 with grades of C or better OR permission of the instructor. Lab fee required. Functional aspects of cells, tissues, organs, and systems in the mammalian organism. Designed for preprofessional students in allied health, nursing, speech and hearing, and HPER.

PHSL-P 416 Comparative Animal Physiology (3 cr.)
P: BIOL-L 101 and BIOL-L 102 with grade of C or better. C: PHSL-P 418. Lecture course presenting physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

PHSL-P 418 Lab in Comparative Animal Physiology (2 cr.) C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.

PHYS-P 100 Physics in the Modern World (5 cr.) One year of high school algebra or equivalent is recommended. Ideas, language methods, impact, and cultural aspects of physics today. Four lectures and one two-hour laboratory period each week. Includes classical physics up to physical bases of radar, atomic-energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula.

PHYS-P 105 Basic Physics of Sound (3 cr.) One year of high school algebra or equivalent is recommended. The physical principles involved in the description, generation, and reproduction of sound. Topics discussed include physics of vibrations and waves, Fourier decomposition of complex wave forms, harmonic spectra, propagation of sound waves in air, standing waves and resonance, sound loudness and decibels, room acoustics, and sound recording and reproduction, including digital sound. Intended for students majoring in the humanities, social sciences, business, music, and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used.

PHYS-P 120 Energy and Technology (3 cr.) One year of high school algebra or equivalent is recommended. Provides the physical basis for understanding interaction of technology and society, and for the solution of problems, such as energy use and the direction of technological change. Intended for students majoring in the humanities, social sciences, business, music and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used.

PHYS-P 201 General Physics: Mechanics, Heat, and Sound (5 cr.) Completion of MATH-M 122 or high school equivalent is recommended prior to enrollment. Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health

professions. Three lectures, one discussion section, and one two-hour laboratory period each week.

PHYS-P 202 General Physics: Electricity, Magnetism, Light, and Nuclear Physics (5 cr.) P: PHYS-P 201 with a grade of C or better or consent of instructor. Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics.

PHYS-P 218 General Physics I (4 cr.) Mechanics, conservation laws, gravitation; simple harmonic motion and waves; kinetic theory, heat, and thermodynamics for students in technology fields. Lecture and Lab.

PHYS-P 219 General Physics II (4 cr.) P: PHYS-P 218 or equivalent. Electricity, light, and modern physics. Lecture and Lab.

PHYS-P 221 Physics I (5 cr.) C: MATH-M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics.

PHYS-P 222 Physics II (5 cr.) P: PHYS-P 221 with a grade of C or better or consent of instructor. Primarily electricity, magnetism, and geometrical and physical optics.

PHYS-P 301 Physics III (3 cr.) P: PHYS-P 202 or PHYS-P 222 and MATH-M 215 with grade of C or better or consent of instructor or consent of instructor. Third semester of a three-semester sequence. The special theory of relativity; introduction to quantum physics; atomic, nuclear, condensed matter, and elementary particle physics. Intended for science and mathematics majors. Three lecture-discussion periods each week.

PHYS-P 309 Intermediate Physics Laboratory (2 cr.)
P: PHYS-P 202 or PHYS-P 222 and MATH-M 215 with grades of C or better or consent of instructor. 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.

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 202 or PHYS-P 222 and MATH-M 215 with grades of C or better or consent of instructor. Relationships of physics to current environmental problems. Energy production, comparison of sources and byproducts; energy use, alternative sources, conservation methods; global warming, environmental effects.

PHYS-P 331 Theory of Electricity and Magnetism I (3 cr.) P: PHYS-P 202 or PHYS-P 222 with grades of C or better 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.

PHYS-P 340 Thermodynamics and Statistical Mechanics (3 cr.) P: PHYS-P 301 with a grade of C or better or consent of instructor. Intermediate course, covering three laws of thermodynamics, classical and quantum statistical mechanics, and some applications.

PHYS-P 441 Analytical Mechanics (3 cr.) P: PHYS-P 301 and MATH-M 313. Elementary mechanics of particles

and rigid bodies, treated by methods of calculus and differential equations.

PHYS-P 453 Introduction to Quantum Mechanics (3 cr.)

P: PHYS-P 301 and PHYS-P 331. The Schrodinger equation with the applications to problems such as barrier transmission, harmonic oscillation, and the hydrogen atom. Discussion of orbital and spin angular momentum and identical particles. Introduction to perturbation theory.

PHYS-S 405 Readings in Physics (1-3 cr.)

C: Department consent required. Independent reading under the supervision of a faculty member. Study in depth of a topic of interest to the student, culminating in a research paper.

PHYS-S 406 Research Project (1-6 cr.) P: For a theoretical research project: PHYS-P 453 or consent of instructor. For experimental research project: PHYS-P 309, or consent of instructor. Research participation under faculty supervision in project of current interest.

PLSC-B 101 Plant Biology (5 cr.) Fundamental principles of biology as illustrated by plants: characteristics of living matter, nutrition, growth, responses to environment, reproduction, basic principles of heredity. This course will not count toward a biology major.

PLSC-B 364 Summer Flowering Plants (5-6 cr.)

P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. For those desiring a broad, practical knowledge of common wild and cultivated plants.

PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.)

P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. Plants in relation to man, with primary emphasis on food plants.

PLSC-B 370 Plant Physiology (5 cr.)

P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. The physiological process of plants.

PLSC-B 373 Plant Growth and Development. (5 cr.)

P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. Examination of growth and development of seed plants from embryo to ovule, with emphasis on experimental studies of abnormal growth.

PLSC-B 375 Horticultural Plants: Biotechnology, Physiology, and Development (5-6 cr.)

P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. This course acquaints students with horticultural plants from developmental, physiological, and biotechnological perspectives, along with concrete practice in various skills used in modern horticulture, such as tissue culture, grafting, electrophoresis, and landscape design. Horticulture is the applied biological science involving the use of ornamental and/or fruiting plants in the landscape and garden.

pols-y 106 The Game of Politics (3 cr.) This course will introduce students to the study of politics through the use of historical role playing games. Two to three games from the Reacting to the Past program will be played each

semester. Students in a game will be assigned roles and game objectives: they will need to think strategically, form alliances with other students, and articulate their positions persuasively in order to achieve their goals.

POLS-Y 103 Introduction to American Politics (3 cr.)

Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system, its political party base, public policy, and law.

POLS-Y 105 Introduction to Political Theory (3 cr.)

Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, law and morality, economic issues, and democracy.

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.

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 organizations, major international issues.

POLS-Y 200 Contemporary Political Problems (1-6 cr.)

Topics vary from semester to semester and are listed in the Schedule of Classes.

POLS-Y 205 Analyzing Politics (3 cr.)

Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts and critical research skills. Overview of political science research and approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables, and elementary analysis of qualitative and quantitative data.

POLS-Y 301 Political Parties and Interest Groups (3 cr.)

Examination and evaluation of the behavior of political parties, voters, and interest groups and of other institutions and procedures by which Americans try to control their government.

POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.)

Examines public bureaucracy as a political phenomenon engaging in policy making and in defining the terms of policy issues; places special emphasis on the United States. Considers the role of bureaucratic instruments in promoting social change, and in responding to it.

POLS-Y 303 Formation of Public Policy in the United States (3 cr.)

R: POLS-Y 103. Processes and institutions involved in the formation of public policy in American society.

POLS-Y 304 Constitutional Law (3 cr.)

R: POLS-Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 305 Constitutional Rights and Liberties (3 cr.)

R: POLS-Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 306 State Politics in the United States (3 cr.)

Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

POLS-Y 317 Voting, Election and Public Opinion (3 cr.)

Determinants of voting behavior in elections. The nature of public opinion on major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.

POLS-Y 319 The United States Congress (3 cr.)

Evaluation and development of the contemporary Congress. Examines such topics as electoral process, organizational structures and procedures of the Senate and House of Representatives, involvement of Congress with other policy-making centers, law-making and oversight activities of the national legislature.

POLS-Y 324 Women and Politics (3 cr.) Analysis of gender and sexual orientation in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect different genders and the impact of people with different genders or sexual orientations on the system(s). Topics vary by semester.

POLS-Y 335 West European Politics (3 cr.) R: POLS-Y 107 Examines different political systems in Europe. Highlights democratic alternatives in institutions and processes of liberal democracies.

POLS-Y 337 Latin American Politics (3 cr.) R: POLS-Y 107 and POLS-Y 109. Analysis of political change in major Latin American countries, emphasizing alternative explanations of national development; brief historical overview with examination of the impact of political culture, the military, labor, political parties, peasant movements, the Catholic Church, multinational corporations, and the United States on politics and the study of public policy processes in democratic and authoritarian regimes.

POLS-Y 349 Comparative Public Policy (3 cr.) R: POLS-Y 107 Investigates public policies and policy making among advanced industrial democracies from a comparative perspective. Usually covers policy areas such as immigration, health care, education, and taxation.

POLS-Y 351 Political Simulations (1-3 cr.)

P: Permission of instructor. A course tied to simulations of international organizations such as the United Nations, the League of Arab States, or the European Union. May be taken alone or in conjunction with related political science courses.

POLS-Y 354 Nationalism in Europe (3 cr.) R: POLS-Y 107 and/or POLS-Y 109. Examines the politics surrounding ethnicity, ethnic minorities, and nationalism in Europe. Covers both indigenous and immigrant groups.

POLS-Y 360 United States Foreign Policy (3 cr.) R:

POLS-Y 103 and POLS-Y 109. Analysis of institutions and processes involved in the formation and implementation of American foreign policy. Emphasis is on post-World War II policies.

POLS-Y 369 Introduction to East Asian Politics (3 cr.)

R: POLS-Y 107. This course examines the political diversity in Asia, a region of growing global importance, by exploring governing structures and processes, political culture and ideologies, and the forces shaping them. Case studies may include China, Japan, Korea, Vietnam, and India.

POLS-Y 376 International Political Economy (3 cr.) R:

ECON-E 200 and POLS-Y 107 or POLS-Y 109. Study of how the international political system determines the nature of international economic relations. Focus is on the following: (1) trade and monetary regimes, (2) the role of multinational corporations; (3) global action, (4) relations between wealthy countries, and (5) relations between wealthy and poor countries.

POLS-Y 379 Ethics and Public Policy (3 cr.) This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, and the problem of "dirty hands" among others. A special concern is how institutional arrangements affect moral choices.

POLS-Y 384 Developments in American Political Thought (3 cr.) R: POLS-Y 105.

Study of the development of American political thought from colonial times to the contemporary period. This course will explore such topics as the nature and evolution of American liberalism, capitalism, and egalitarianism.

POLS-Y 387 Research Methods in Political Science (3 cr.)

This course focuses on basic concepts of social science research. Students will become familiar with research techniques necessary for systematic analysis of social service systems, trends in social issues, and program effectiveness. This course must be taken from an IU Southeast faculty member.

POLS-Y 388 Marxist Theory (3 cr.) Origin, content, and development of Marxist system of thought, with particular reference to philosophical and political aspects of Russian Marxism.

POLS-Y 392 Problems of Contemporary Political Philosophy (3 cr.) R: POLS-Y 105.

This course will provide the opportunity for an in-depth study of some particularly important questions in contemporary political philosophy. In the process of examining contemporary literature, such as communicationism, we will shed light on questions like - has political philosophy gone silent on the critical events of our times?

POLS-Y 401 Studies in Political Science (2-3 cr.) Topic varies with the instructor and year. Consult the Schedule of Classes for current information.

POLS-Y 402 Politics of the Budgetary Process (3 cr.)

R: POLS-Y 302. Examines the interactions among the legislative, executive, and administrative aspects of the budgetary process in national, state, and local

governments. Emphasis placed on the politics of the budgetary process.

POLS-Y 403 Legal Issues in Public Bureaucracy (3 cr.) R: POLS-Y 302. Study of the legal framework of public bureaucracies, their powers, functions, and roles. Analyzes relevant cases in which basic principles are identified and synthesized along with other elements of public law.

POLS-Y 404 Political Issues in Public Personnel Administration (3 cr.) R: POLS-Y 302. Examines the political framework in which public agencies hire, train, motivate, promote, and discipline their employees. Also examines the historical legal development of public personnel management.

POLS-Y 471 Terrorism (3 cr.) This course will focus on the problems in defining terrorism; the causes of terrorism; the nature of terrorist organizations (resources, structure, methods, goals); the media and terrorism; and policies and policy responses to terrorism. The course will focus on both domestic (within the United States) and international case studies of terrorism.

POLS-Y 480 Undergraduate Readings in Political Science (1-6 cr.) P: Written consent of Instructor. Individual readings and research.

POLS-Y 481 Field Experience in Political Science (1-6 cr.) P: Junior or senior standing, 15 credit hours of political science, and project approved by instructor. Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, and research papers. Certain internship experiences may require research skills.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) P: Senior standing, POLS-Y 103, and POLS-Y 389. Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students. Subject matter varies by semester.

POLS-Y 498 Honors Readings in Political Science (1-6 cr.) P: Authorization of Instructor. To be taken in conjunction with advanced political science courses to meet the requirement of Political Science Honors Program.

POLS-Y 499 Reading for Honors (1-12 cr.) P: Approval of instructor. Individual readings and research for students admitted to the Political Science Honors Program.

POLS-Y 567 Public Opinion: Approaches & Issues (3 cr.) This course is an exploration of the role, application, and measurement of public opinion. Special attention is given to measurement of opinion as it impacts decision-making by both the public and various elements of societal leadership.

POLS-Y 675 Political Philosophy (3 cr.) Illustrative topics: analysis of political concepts; political theory of the Enlightenment; 19th-century political thought; welfare state; theory and practice; Marxist theory.

PSY-B 308 Family Psychology (3 cr.) Family psychology examines how family of origin experiences influence the development of the self. This course will provide students with a basic understanding of systems theory and the life cycle of families. The characteristics of healthy versus unhealthy family dynamics will be explored

and an understanding of how family interactions shape individual development will be gained. Students will gain a fundamental understanding of current family therapy theories and techniques.

PSY-B 310 Life-Span Development (3 cr.) P: 3 credit hours in psychology. This course emphasizes the life span perspective of physical and motor, intellectual and cognitive, language, social and personality, and sexual development. Commonalities across the life span as well as differences among the various segments of the life span are examined. Theory, research, and practical applications are equally stressed.

PSY-B 354 Adult Development and Aging (3 cr.) P: 6 credit hours in Psychology. The course content examines changes that occur with age in the following areas: intelligence, memory, personality, sexuality, health, living environments, economics, developmental disorders, and treatment for developmental disorders.

PSY-B 366 Concepts and Applications of Organizational Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The study and application of psychological principles to understand human behavior in the work setting. Emphasis on the role of psychological theory and research methodology in solving human behavior problems in the workplace. Specific areas of coverage include work motivation, job satisfaction, employee involvement, communication, leadership, team effectiveness, work and well-being, organizational structure and culture.

PSY-B 378 Introduction to Industrial Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The design and application of psychological analysis and research methods to address personnel issues including recruitment, selection, placement, training and development, compensation, evaluation, and safety. Emphasis on interviewing skills, research methods, performance analysis and improvement, ergonomic solutions, and legal issues.

PSY-B 386 Introduction to Counseling (3 cr.) P: PSY-P 324 This course will help students acquire a repertoire of basic counseling interview skills and strategies and expose students to specific helping techniques. This will be an activity based course and students will enhance the general education goals of listening and problem solving.

PSY-B 388 Human Sexuality (3 cr.) P: 6 credit hours in Psychology. A survey of human sexuality to increase knowledge and comfort regarding sexuality in a variety of aspects, i.e. sexual behavior and response, influences of culture and environmental factors, psychological issues, disability effects on sexuality, sexual research, anatomy and physiology.

PSY-B 452 Senior Seminar in Psychology (3 cr.) P: Senior status, completion of PSY-P250/P251 or PSY-P341/P342, and consent of instructor. Topics in psychology and interdisciplinary applications.

PSY-G 532 Group Counseling (3 cr.) This course explores the practical and theoretical concepts of group theories, dynamics, process, and stages of group counseling and integrates interpersonal communication styles, fundamental group strategies; group facilitation along with clinical training/skills building that will prepare

future group leaders. Special attention is given on the use of group therapy with addictive/ substance-related disorders. This course incorporates laboratory experiences and students are required to explore interpersonal factors as they contribute to counseling skills and techniques. Current issues, controversies, and ethics in group counseling will be examined.

PSY-G 563 Foundations of Mental Health Counseling

(3 cr.) This course explores the foundations and contextual dimensions of mental health counseling. Course material will include theoretical underpinnings of mental health counseling, the counselor's role in diagnosis and intervention selection, and the contemporary trends in mental health counseling.

PSY-P 101 Introduction to Psychology 1 (3 cr.)

Introduction to research methods, data, and theoretical interpretation of psychology in the areas of learning, sensation and perception, and behavioral neuroscience.

PSY-P 102 Introduction to Psychology 2 (3 cr.)

Continuation of P101. Developmental, social, personality, and abnormal psychology.

PSY-P 199 Planning Your Psychology Career

(1 cr.) P: 6 credit hours in Psychology. Intended for Psychology majors only. 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.

PSY-P 220 Introduction to Drugs and Behavior (3 cr.)

Introductory discussion of basic human neuroanatomy and the influence of drugs on the brain and behavior. The study of social and clinical aspects of drug use is covered.

PSY-P 234 Principles of Mental Health (3 cr.)

P: 3 credit hours of psychology. Development and maintenance of mental health by application of psychological and psychiatric principles of normal human behavior.

PSY-P 301 Psychology and Human Problems

(3 cr.) P: Junior standing. Contemporary human problems considered from a psychological perspective. Representative topics include stress, creativity, environmental impact, behavior control, volunteerism, and drug usage.

PSY-P 303 Health Psychology (3 cr.)

P: 6 credit hours in psychology. 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.

PSY-P 305 Psychology and Cultures (3 cr.)

P: 6 credit hours in Psychology; or consent of instructor. Methods and findings of cross-cultural psychology. Sensitization to cross-cultural and sub-cultural variations and the impact of culture in understanding human behavior. Cultural competence development.

PSY-P 316 Psychology of Childhood and Adolescence

(3 cr.) P: 6 credit hours of Psychology. Development of

behavior in infancy, childhood, and youth; factors that influence behavior.

PSY-P 319 Psychology of Personality (3 cr.)

P: 6 credit hours in psychology. R: PSY-P 102. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurement; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.)

P: 6 credit hours in Psychology. Principles of scientific psychology applied to the individual in a social situation.

PSY-P 321 Group Dynamics (3 cr.)

P: 6 credit hours in psychology. Exposes the student to interpersonal processes inherent in group settings. Topics may include group psychotherapy, social factors in groups, group decision making or group violence. Particular focus of course may vary with instructor.

PSY-P 322 Psychology in the Courtroom (3 cr.)

P: 6 credit hours in Psychology. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include definitions of "sanity" and "competency," eyewitness testimony, jury selection, psychological autopsies, and the psychologist as "expert witness."

PSY-P 324 Abnormal Psychology (3 cr.)

P: 6 credit hours in psychology. R: PSY-P 102. A first course in adult abnormal psychology; including forms of abnormal behavior, etiology, development, interpretations, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.)

P: 6 credit hours in psychology. Facts and principles of human and animal learning, especially as treated in theories that provide a general framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.)

P: 6 credit hours in Psychology. R:BIOL-L 100, BIOL-L 105, or AHLT-M 330. An examination of the cellular bases 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.

PSY-P 329 Sensation and Perception (3 cr.)

P: 6 credit hours in psychology. R: BIOL-L 100, BIOL-L 105, or AHLT-M 330. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes.

PSY-P 335 Cognitive Psychology (3 cr.)

P: 6 credit hours in psychology. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 336 Psychological Tests and Individual

Differences (3 cr.) P: PSY-P 250 or PSY-P 341. Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis.

PSY-P 340 Sleep and Dreams (3 cr.)

P: PSY-P 101. This course is designed to provide you with an essential understanding of sleep and dreams, and their importance in our daily lives. Course content includes theories of

sleep and dreams, the biological basis of sleep and dreams, biological rhythms, the relationship between sleep and daytime alertness and performance, sleep requirements, sleep deprivation, sleep disorders, the role of sleep and dreams in mental/physical health, the relationship between sleep and both cognitive and emotional functioning, dream content and meaning, dreaming and creativity, lucid dreaming, and the impact of sleep deprivation and sleep disorders on academic and social life.

PSY-P 341 Research and Quantitative Methods in Psychology I (3 cr.) P: 6 credit hours in Psychology; and MATH-M 101 or higher, or math placement into MATH-M 118 or higher. Course is designed to enable students to become both a user and an informed consumer of basic statistical techniques used in psychological research. Students will also learn to design and critique the methodology of psychological research. Preparation of research proposals/reports using statistical analysis and knowledge of research methods is required. This course is the first semester of a two-semester course and must be taken the semester before taking P 342. Should be taken prior to enrolling in other 300- and 400-level psychology courses.

PSY-P 342 Research and Quantitative Methods in Psychology II (3 cr.) P: PSY-P341. Course is a continuation of P 341 that includes statistical analysis, research methods, and proposal/report writing used in psychological research. This course is the second half of a two-semester course and must be taken the semester after P 341. Should be taken before enrolling in other 300- and 400-level psychology courses.

PSY-P 346 Neuroscience (3 cr.) P: 6 credit hours of Psychology. A survey of contemporary neuroscience, examining the neural basis of behavior with approaches including molecular, cellular, developmental, cognitive, and behavioral neuroscience. Sensory and motor function, learning and memory, and other behaviors are considered using anatomical, physiological, behavioral, biochemical, and genetic approaches, providing a balanced view of neuroscience.

PSY-P 351 Psychobiology, Self, and Society (3 cr.) P: 3 credit hours in Psychology. The physiological and neural bases of selected behavioral processes (for example, hunger, thirst, sleep, addiction, aggression, sex) will be examined as a means of understanding individual behavior and then in relation to larger, related issues of ethics, law, and societal organization.

PSY-P 354 Statistical Analysis in Psychology (3 cr.) P: PSY-P101, PSY-P102, or 6 credit hours in Psychology, and either MATH-K300, PSY-P250/P251, or PSY-P341/P342. Use of statistics in psychological work, including multivariate statistical methods. Understanding of statistics as they are presented in the psychological literature. Use of computer statistical software package to analyze psychological data.

PSY-P 363 Psychology in the Schools (3 cr.) P: 6 credit hours in Psychology. This course is an introduction to the field of School Psychology. It focuses on the history of the profession and examines the role and function of school psychologists. Introduced early in the semester, theory (behavior theory and social learning theory) and multicultural diversity permeate all course activities and

discussion. The course also provides an overview of the organization and operations of schools, and topics include the role of special education, ethical and legal issues, and school psychologists as data-based problem-solvers.

PSY-P 380 Ethical Issues in Psychology (3 cr.) P: 6 credit hours in psychology. This course introduces students to methods of ethical reasoning, as well as ethical principles and laws that arise in the practice of psychology in academic, research, and clinical settings.

PSY-P 407 Drugs and the Nervous System (3 cr.) P: PSY-P 326. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 408 Brain and Cognition (3 cr.) P: PSY-P 326. Discussion of the brain systems involved in cognition and perception. Emphasis upon understanding the anatomy and function of cerebral cortex. Consideration of neural models of brain function.

PSY-P 411 Neural Bases of Learning and Memory (3 cr.) P: PSY-P 326. This course will survey the major work in the field of the neurobiology of memory, approaching the subject from anatomical, physiological, and neurochemical perspectives. Topics covered will include animal models of memory that have proven useful in this research, as well as what has been learned from humans with brain damage and from brain-imaging studies. The facts and fiction of memory-enhancing drugs will also be discussed.

PSY-P 417 Animal Behavior (3 cr.) P: 6 credit hours in Psychology. Methods, findings, and interpretations of recent investigations of animal behavior.

PSY-P 425 Behavioral Disorders of Childhood and Adolescence (3 cr.) P: PSY-P 324. A survey of major behavior disorders, with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment.

PSY-P 430 Behavior Modification (3 cr.) P: 6 credit hours in Psychology. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 438 Language and Cognition (3 cr.) P: PSY-P 335. This course surveys the major themes that characterize psycholinguistics. Emphasizes the mental processes that underlie ordinary language use, the tacit knowledge that native English speakers have of their language, and the processes by which children acquire language.

PSY-P 440 Topics in Cognitive Psychology (3 cr.) P: PSY-P 335. Seminar courses in current areas of research in cognitive psychology. Specific topic determined by instructor offering the course.

PSY-P 442 Infant Development (3 cr.) P: 6 hours in Psychology. Surveys cognitive, socioemotional, and perceptual-motor development during the first two years of life. Emphasis is on theory and research addressing

fundamental questions about the developmental process, especially the biological bases for developmental change.

PSY-P 454 Field Experience in International Psychology (3 cr.) P: 6 credit hours in Psychology.

Examines clinical psychology from a multi-national perspective using applied research methodology. In addition to attending lectures and contributing to a research lab, students will be required to participate in a travel abroad component for this course.

PSY-P 457 Topics in Psychology (1-3 cr.) P: Junior or senior standing or consent of instructor. Studies in special topics not usually covered in other department courses. Topics vary with instructor and semester.

PSY-P 459 History and Systems of Psychology (3 cr.) P: PSY-P 101 and PSY-P 102, or 6 credit hours in Psychology; and 6 additional credit hours in psychology.

Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system making. Emphasizes integration of recent trends.

PSY-P 460 Women: A Psychological Perspective (3 cr.) P: 6 credit hours in psychology. Focus is on a wide range of psychological issues of importance to women (e.g., gender stereotypes, women and work, the victimization of women, etc).

PSY-P 461 Human Memory (3 cr.) Research, theory and data on human memory and information-processing models of memory.

PSY-P 477 Applied Research in Psychology (1-6 cr.) P: PSY-P 250 or P341 or consent of instructor. This course will provide an in depth investigation of research methods and their associated statistical procedures. Special emphasis is placed upon the translation of research findings to applied settings. The topic to be investigated will vary.

PSY-P 488 Environmental Psychology and Sustainable Living (3 cr.) Environmental psychology is an interdisciplinary field concerned with how the physical environment and human behavior interrelate. Most of the course focuses on how our environments in both urban and natural settings affect human health and well-being. Students also examine how human attitudes and behaviors affect environmental quality and our larger global ecosystem.

PSY-P 493 Supervised Research I (0-3 cr.) P: PSY-P 250/P251 or PSY-P 341/342 or consent of the instructor. Active participation in research. An independent experiment of modest magnitude, or participation in ongoing research in a single laboratory.

PSY-P 494 Supervised Research II (2 cr.) P: PSY-P 493. A continuation of P493. Course will include a journal report of the 2 semesters of work.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. S/F grading.

PSY-P 502 Developmental Psychology (3 cr.) An advanced introduction to the theory and experimental

analysis of ontogenetic processes. Special emphasis on human development.

PSY-P 503 Complex Cognitive Processes (3 cr.) A survey of topics in human information processing including attention, short-term storage, long-term retention, retrieval from memory, concept attainment, problem solving, speech perception, and psycholinguistics.

PSY-P 505 Physiological Psychology (3 cr.) Intensive introduction to physiological psychology, with special emphasis on its relation to other areas of psychology.

PSY-P 511 Seminar in Professional Skills, Legal Issues and Ethics (3 cr.) This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of psychology. Traditional and emerging practice areas will be discussed. Topics such as professional codes of ethics, legal restrictions, licensure, prescription drug privileges, managed care, and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

PSY-P 512 Seminar in Grant Writing (3 cr.) The overall objective for this course is to give you the tools to help you successfully compete for grant funds for organizations, schools, non-profit agencies, community service groups, and businesses.

PSY-P 535 Introduction to Addictions Counseling (3 cr.) This course serves as an introduction to the field of counseling and human development services, with a special focus on addictions.

PSY-P 540 Principles of Psychology Assessment and Predicting (3 cr.) Concepts of validity and reliability. Diagnostic devices viewed as bases for decisions. Classification. Comparison of methods of making predictions about individuals.

PSY-P 541 Methods of Survey Research (3-4 cr.)

The course does not assume much prior statistical knowledge; it is designed to enable students to be both users and informed consumers of basic methodological and statistical techniques used in survey research. It covers sample selection, survey design, and analysis of survey data.

PSY-P 624 Principles of Psychopathology (3 cr.) Description of the phenomena of psychopathology and principles associated with their classification.

PSY-P 632 Introduction to to Clinical Intervention (3 cr.) This course provides a systematic integration of theory, research, technique, and evaluation. Based on the available research literature, time-limited and structured interventions for specific clinical problems are designed, administered, and evaluated.

PSY-P 690 Practicum in Clinical Psychology (1 cr.) Community behavioral health clinical practicums.

PSY-P 736 Child Psychopathology (3 cr.)

REL-R 152 Jews, Christians, Muslims (3 cr.) Patterns of religious life and thought in the West; continuities, changes, and contemporary issues.

REL-R 153 Religions of Asia (3 cr.) Introduction to the religious traditions of Asia as integral to culture and

society. Examines sacred stories, beliefs, values, and practices from multiple Asian religions in historical and comparative perspectives. Reveals how concepts of how the world works and what it means to be human vary across time and place, influencing domains not conventionally deemed religious in the U.S.

REL-R 160 Religion and American Culture (3 cr.)

Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture.

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.

REL-R 180 Introduction to Christianity (3 cr.) Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

REL-R 200 Studies in Religion (3 cr.) Select intermediate studies in religion. Interdisciplinary studies emphasized.

REL-R 210 Introduction to Old Testament/Hebrew Bible (3 cr.) Development of its beliefs, practices, and institutions from the Patriarchs to the Maccabean period. Introduction to the Biblical literature and other ancient Near East documents.

REL-R 220 Introduction to New Testament (3 cr.)

Origins of the Christian movement and development of its beliefs, practices, and institutions in the first century. Primary source is the New Testament, with due attention to non-Christian sources from the same environment.

REL-R 245 Introduction to Judaism (3 cr.) The development of post-Biblical Judaism: major themes, movements, practices, and values.

REL-R 257 Introduction to Islam (3 cr.) Introduction to the "religious world" of Islam: the Arabian milieu before Muhammad's prophetic call, the career of the Prophet. Quran and hadith, ritual and the "pillars" of Muslim praxis, legal and theological traditions, mysticism and devotional piety, reform and revivalist movements.

REL-R 280 Speaking of God (3 cr.) Theology, as the study of the first principle, ground of being, the good, the One, etc., as appearing in various traditions.

REL-R 327 Christianity 50-450 (3 cr.) The emergence of Christianity as a distinct religion in the Roman empire through the fifth century: development of offices and rituals; persecution and martyrdom; Constantine and Catholic orthodoxy; monasticism; major thinkers and theological controversies; the transition to the Middle Ages.

REL-R 331 Christianity, 1500-2000 (3 cr.) Major figures and movements in the Reformation, Counter-Reformation, and modern periods.

REL-R 335 Religion in the United States, 1600-1850 (3 cr.) Development of religious life and thought in early America, from the beginnings to 1850.

REL-R 336 Religion in the United States, 1850-Present. (3 cr.) Development of religious life and thought in modern America, from 1850 to the present.

REL-R 345 Religious Issues in Contemporary Judaism (3 cr.) Religious problems confronting Jews and Judaism in our own time: women and Judaism, the impact of the Holocaust on Judaism, contemporary views of Zionism, religious trends in American Judaism.

REL-R 354 Buddhism (3 cr.) Historical survey of Buddhism from its origins in India through its diffusion throughout Asia in subsequent centuries. Emphasis on practice (ritual, meditation, and ethics) and social grounding (including individual roles and institutional structures) as well as on doctrinal debates.

REL-R 358 Introduction to Hinduism (3 cr.) Beliefs, rites, and institutions of Hinduism from the Vedic (c. 1200 B.C.) to modern times: religion of the Vedas and the Upanishads; epics and the rise of devotional religion; philosophical systems (Yoga and Vedanta); sectarian theism; monasticism; socioreligious institutions; popular religion (temples and pilgrimages); modern Hindu syncretism.

REL-R 362 Religion in Literature (3 cr.) Theological issues raised in literature. Function of religious myth and central religious themes, such as damnation, alienation, pilgrimage, quest, conversion, enlightenment. May be repeated once for credit with a different topic.

REL-R 364 Topics in Gender and Western Religion.

(3 cr.) Basis for and substance of the feminist critique of Western religions. Examines feminist arguments with religious texts, traditions, patterns of worship, expressions of religious language, and modes of organization. Examination of alternatives.

REL-R 371 Religion, Ethics, and the Environment

(3 cr.) Exploration of relationships between religious world views and environmental ethics. Considers environmental critiques/defenses of monotheistic traditions; selected non-Western traditions, the impact of secular "mythologies," philosophical questions, and lifestyle issues.

SCI-S 103 Bystander Intervention (1 cr.)

Focusing on bystander intervention awareness, this course examines the "bystander effect" and intervention strategies. College students may very well witness or be victims of sexual violence and this course empowers students with the knowledge to safely prevent sexual assault and learn about healthy sexual and dating relationships. Students will learn about various forms of sexual violence and the relevant resources and policies on IU Southeast's campus.

SOC-R 318 The Self and Social Interaction (3 cr.)

P: SOC-S 163 or 3 credit hours of introductory sociology. The course will examine the reciprocal link between the individual and society; more specifically, how individuals are affected by group behavior, and how the group is affected by the individual. Topics include: Socialization, the development of the self, social interaction, group dynamics, collective behavior and social movements.

SOC-R 319 Sport & Society (3 cr.)

P: SOC-S 163 or 3 credit hours of introductory sociology. Explores the institution of sport from a sociological point of view, including sports as an agent of socialization, sports in

everyday life, race, class, and gender and sports, and sports as an institution.

SOC-R 320 Sexuality and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

SOC-R 322 Art & Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Explores the creation of art from a sociological point of view, including how artists and artworks are shaped by their societies, the art world as a social institution, and other key cultural institutions that shape artistic creation and reception.

SOC-R 326 Masculinity & Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Analysis of the meanings of masculinity. The major focus of the course is to examine how male gender roles impact the lives of men including: influences on men's behavior, identities and interactions with other men and women. Variations by social class, race/ethnicity, age and sexual orientation will be examined.

SOC-R 327 Sociology of Death & Dying (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. An analysis of historical, social and psychological forces influencing human mortality. Topics include: changing images of death and dying, technology's dehumanization of dying, hospices, funerals, grief, widowhood, children's death, suicide, genocide, and the social structure's influence on the death and dying process.

SOC-R 463 Inequality and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Presentation of conservative, liberal, and radical theories of class formation, class consciousness, social mobility, and consequences of class membership. Emphasis on the American class system, with some attention given to class systems in other societies.

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.

SOC-S 199 Careers in Sociology (1 cr.) This course provides information on what students can do with a sociology undergraduate major. The course will help students see their undergraduate coursework as part of their path to graduate school, professional school, and careers of interest (with or without additional schooling). We will address professional and practical issues in career choice, course selection, internship and research experiences, and will help students plan a course of study, internships and activities to reach their goals.

SOC-S 203 Sociological Concepts and Perspectives (3 cr.) This course is designed to be a survey of important sociological concepts. Topics covered will include: the development of sociology and major theoretical perspectives; the scientific methods and sociological research; cultural, society and the social structure; the process of socialization and everyday interaction; groups dynamics and formal organizations; deviance and social control; an overview of several selected social institutions; collective behavior, social movements and the process of social change.

SOC-S 215 Social Change (3 cr.) 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.

SOC-S 260 Intermediate Sociological Writing (3 cr.) P: SOC-S 163. C: SOC-S 381. Class restricted to sociology majors. Introduction to the analysis of social issues. Emphasis on the development of writing skills appropriate to the discipline. Approved by Arts and Sciences for use in fulfilling the writing requirement.

SOC-S 301 Topics in Gender (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Specific topics announced each semester; examples include gender in the media, religion and gender, gender and work, gender and health, gender and politics.

SOC-S 304 Global Issues in Gender (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. This course will provide a general introduction to social issues from around the world with a focus on gender.

SOC-S 305 Population and Human Ecology (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Population composition, fertility, mortality, natural increase, migration; history, growth, and change of populations; population theories and policies; techniques of manipulation and use of population data; the spatial organization of populations.

SOC-S 308 Global Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenomena must be seen in global context as affecting national sovereignty, economic development and inequality in resources and power between countries.

SOC-S 309 The Community (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Sociological definitions of community; theories of community and community organization; social, political, and economic factors that contribute to community organization and disorganization; alternative models of community development and planning.

SOC-S 312 Education and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology or consent of instructor. The role of educational institutions in modern industrialized societies, with emphasis on the functions of such institutions for the selection, socialization, and certification of individuals for adult social roles. Also covers recent educational reform movements and the implications of current social policies on education.

SOC-S 313 Religion and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Considers the functions and dysfunctions of religion generally, its economic and cultural patterns, religious group evolutions (cults, churches, sects, denominations), leadership deviance, and conversion/faith maintenance.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Group characteristics in the causation, amelioration, and prevention of mental and physical

illness, and the social influences in medical education, medical practice, and hospital administration.

SOC-S 315 Work and Occupations (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Sociological perspective on 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; and how work has changed over time.

SOC-S 319 Science and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology or consent of instructor. Issues such as development and structure of the scientific community; normative structure of science; cooperation, competition, and communication among scientists; scientists' productivity, careers, and rewards; development of scientific specialties; and relationship between science and society.

SOC-S 331 Sociology of Aging (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Social aspects of aging and older adulthood. Topics include myths about aging, the process of aging; sexual behavior, social behavior, social relationships, family relationships, religious activities, and leisure of the elderly.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 338 Sociology of Gender Roles (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Sociological perspectives on gender in contemporary societies. Examination of norms regarding gender and how these norms influence and are influenced by individual behavior, group interaction, and social institutions. Topics to be discussed may include family, education, work, media, and other social institutions.

SOC-S 344 Sociology of Childhood (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Defining Sociology of Childhood; Sociological Approaches to the Study of Children & Childhood; Ethical & Practical Concerns Regarding Research with Children; Historical Overview of Childhood in U.S.; Meaning(s) and Dimensions of Children's Consumption; Changing Demographics of Childhood; Children and Immigration & Globalization; Social Policy Implications for Children & Childhood.

SOC-S 345 Food & Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. This course introduces students to recent literature, thoughts, and research on the role of food in human societies. We use historical and critical analyses to examine selected issues about food and society.

SOC-S 360 Topics in Social Policy (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Specific topics to be announced, e.g. environmental affairs, urban problems, poverty, population problems.

SOC-S 361 Cities and Suburbs (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Introduction to

theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 380 Introduction to Methods and Social Research I (3 cr.) P: SOC-S 163 and MATH-M 118 or MATH-A 118. This course introduces students to the various methods of research used in Sociology. Includes the logic of scientific inference, ethics, theory construction, and research design.

SOC-S 381 Introduction to Methods and Social Research II (3 cr.) P: SOC-S 163 and MATH-M 118 or MATH-A 118. This course integrates methods of research and statistical analysis.

SOC-S 398 Internship in Sociology (1-6 cr.) Students are placed in an organization or agency to receive experience in an applied sociology setting. Work is supervised by a sociology faculty member and the organization/agency. Research and written reports are required. Evaluations by the organization/agency and sociology faculty member.

SOC-S 403 Industry, Labor, and Community (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Organizations studied from a sociological perspective. Theories and typologies of organizations as well as research that tests them. Attention to social structures (formal and informal) of organizations, the participants (management, labor, and clients), organizational goals, effects of technology and the environment.

SOC-S 405 Selected Social Institutions (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. An examination of one or more institutional areas, e.g., religion, education, the military.

SOC-S 413 Gender and Society (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Explores several theories of sex inequality in order to understand the bases of female-male inequality in American society; examines the extent of sex inequality in several institutional sectors; and considers personal and institutional barriers women face, including those resulting from socialization, discrimination, and other structural arrangements.

SOC-S 416 The Family (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. The family as a social institution, changing family folkways, the family in relation to development of personality of its members, disorganization of the family, and predicting success and failure in marriage.

SOC-S 419 Social Movements and Collective Action (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. 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.

SOC-S 431 Topics in Social Psychology (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology and SOC-S 203. Specific topics announced each semester, e.g., socialization, personality development, small group structures and processes, interpersonal relations,

language and human behavior, attitude formation and change, violence and aggression.

SOC-S 432 Small Group Processes (3 cr.) P: SOC-S 163 or 3 credit hours of introductory sociology. Behavioral, cultural, and emotional processes which take place as small groups form, develop, change, and dissolve. Introduction to the literature on the small group, including studies derived from group dynamics, psycho-analysis, and interactionism.

SOC-S 441 Topics in Social Theory (3 cr.) P: SOC-S 163 and SOC-S 203. Specific topics to be announced, e.g. structuralism, evolutionary theory, symbolic interaction theory, functionalism, social action theory, exchange theory, history and development of social theory, sociology of knowledge.

SOC-S 470 Senior Seminar (3 cr.) P: SOC-S 163, SOC-S 250, SOC-S 251. Class restricted to sociology majors with senior class standing. Capstone seminar in sociology; integrates knowledge on theory and practice from previous sociology course, with emphasis on historical, contemporary, and future issues in sociology.

SOC-S 495 Individual Readings/Research in Sociology (1-6 cr.) P: 6 credit hours in sociology and written consent of instructor. Individualized approach to selected topics through the use of guided readings, research and critical evaluation. Prior arrangement required; conducted under the supervision of a member of the sociology faculty.

SOC-W 100 Gender Studies (3 cr.) Interdisciplinary approach to core discipline areas and to methodological and biographical tools required for research in women.

SP 500 Topics in Speech (Consortium) (3 cr.)

SP 600 Topics in Speech (Consortium) (0 cr.)

SPAN-S 100 Elementary Spanish I (4 cr.) P: Placement Testing required for students who have studied Spanish in High School. Intensive introduction to present-day Spanish and Hispanic culture with emphasis on structure and grammatical forms, vocabulary building and meaning. Development of listening comprehension, speaking, reading, and writing skills. Attendance in the language lab or some online work may be required.

SPAN-S 150 Elementary Spanish II (4 cr.) P: Placement Testing or SPAN-S 100. Continuation of SPAN-S 100. Part II of introduction to present-day Spanish and Hispanic culture with emphasis on structure and grammatical forms, vocabulary building and meaning. Development of listening comprehension, speaking, reading, and writing skills. Attendance in the language lab or some online work may be required.

SPAN-S 200 Intermediate Spanish I (3 cr.) P: Placement testing or SPAN-S 100 and SPAN-S 150. Further development and review of structure and grammatical forms; vocabulary building coordinated with literary and non-literary readings. Continued development of listening comprehension, speaking, reading, and writing skills. Attendance in the language lab or some online work may be required.

SPAN-S 250 Intermediate Spanish II (3 cr.)
P: Placement testing or SPAN-S 200. Continuation of S110-S150, with increase emphasis on communication

skills and selected readings. Attendance in the language laboratory may be required.

SPAN-S 275 Hispanic Culture and Conversation (3 cr.) P: SPAN-S 250. Practice of language skills through reading, writing, and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. Conducted in Spanish.

SPAN-S 291 Hispanic Literature and Civilization (3 cr.) P: SPAN-S 250. Conducted in Spanish. Continuing practice of language skills through reading and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance.

SPAN-S 301 The Hispanic World I (3 cr.) P: SPAN-S 250. An introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary.

SPAN-S 302 The Hispanic World II (3 cr.) P: SPAN-S 250. Introduction to Hispanic culture through literature. Study of representative literary works of both Spain and Spanish America in the context of Hispanic history, art, philosophy, folklore, etc.

SPAN-S 303 The Hispanic World III (3 cr.) P: SPAN-S 250. Continuing exploration of Hispanic culture through literature. Study of representative literary works in both Spain and Spanish America, in the context of Hispanic history, art, philosophy, folklore, etc.

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 250. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 250. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 250. Intensive controlled conversation correlated with readings, reports, debates and group discussions.

SPAN-S 363 Introduccion a la Cultura Hispanica (3 cr.) P: SPAN-S 312, SPAN-S 317. Introduction to the cultural history of Spanish-speaking countries with the emphasis on its literary, artistic, social, economic and political aspects.

SPAN-S 407 Survey of Spanish Literature I (3 cr.) P: One 300-level literature/culture course. An historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: SPAN-S 312, SPAN-S 317. An historical survey of

Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries.

SPAN-S 411 Spain: The Cultural Context (3 cr.) P: One 300-level literature/culture course. A course to integrate historical, social, political, and cultural information about Spain.

SPAN-S 412 Spanish America: the Cultural Context (3 cr.) P: One 300-level literature/culture course. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 420 Modern Spanish American Prose Fiction (3 cr.) P: SPAN-S 312, SPAN-S 317. Spanish American prose fiction from late-nineteenth-century modernism to the present.

SPAN-S 450 Don Quixote (3 cr.) P: SPAN-S 312, SPAN-S 317. Detailed analysis of Cervantes's novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

SPAN-S 471 Survey of Spanish American Literature I (3 cr.) P: SPAN-S 312, SPAN-S 317. Introduction to Spanish-American literature from the colonial period to the beginning of the twentieth century.

SPAN-S 472 Survey of Spanish American Literature II (3 cr.) P: SPAN-S 312, SPAN-S 317. Introduction to Spanish-American literature from the beginning of the twentieth century to the present.

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: Consent of the department. Intensive study of selected authors and topics.

SPAN-S 627 Individual Readings in Spanish (3-6 cr.) Enables students to work on a reading project that they initiate, plan, and complete under the direction of a department faculty member in Spanish.

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) P: Sophomore standing and SPCH-S 121 or THTR-T 120; or consent of instructor. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Lecture and recitation.

SPCH-C 300 Practicum in Speech (1-8 cr.) Practical experience in the various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor and approved by department. Must represent a minimum of 45 clock hours practical experience.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: Sophomore standing; or consent of the instructor. Study and practice of methods used in business and industrial interviews, emphasizing the logical and psychological bases for the exchange of information and attitudes.

SPCH-C 392 Health Communication (3 cr.) Exploration of the communication competencies needed by health care professionals. Emphasizes interviewing, verbal and nonverbal skills, group interaction, intercultural, interprofessional, therapeutic, and organizational communication. Analysis of communication problems

encountered in the delivery of health care services and development of coping strategies.

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.

SPCH-S 122 Interpersonal Communication (3 cr.) Introduction to core communication concepts and processes of face-to-face interaction from the perspective of communication competence. Analyzes variability in the design, production, exchange, and interpretation of messages in relational, family, professional, and cultural contexts.

SPCH-S 205 Introduction to Speech Communication (3 cr.) Overview of fundamental theoretical and methodological issues involved in the social scientific and critical study of human communication. Analyzes influences on and impact of communication in dyadic, group, public, and mediated contexts.

SPCH-S 210 Survey of Communication Studies (1 cr.) This course surveys the foundational principles, theories, and practice of the major areas of the communication studies discipline.

SPCH-S 221 Speech and Human Behavior (3 cr.) Development of speech and theories of oral discourse; the communication process and human behavior and culture; speech in conflict situations.

SPCH-S 223 Business and Professional Communication (3 cr.) P: SPCH-S 121 and sophomore standing; or consent of instructor. Examines organizational communication with emphasis on skills acquisition. Developed skills including interviewing, group discussion, parliamentary procedure, and public speaking.

SPCH-S 228 Argumentation and Debate (3 cr.) P: SPCH-S 121 and sophomore standing; or consent of instructor. Reasoning, evidence, and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-S 229 Discussion and Group Methods (3 cr.) P: SPCH-S 121 with grade of C or better and sophomore standing. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 246 Rhetorical Skills (3 cr.) P: SPCH-S 121, SPCH-S 122, ENG-W 131 completed with a letter grade of C or better; a minimum GPA of 2.3 with 30 credit hours earned; or consent of the instructor. This course provides instruction and practice in intermediate skills of written communication.

SPCH-S 306 Leadership (3 cr.) P: SPCH-S 121 and Junior Standing. An upper-level survey course designed to familiarize students with the role of effective leadership within a business environment; students will explore and distinguish among various styles of leadership and their demand in today's global market.

SPCH-S 307 Crisis Management (3 cr.) P: SPCH-S 121 with a C or higher and Junior Standing; or consent of instructor. An upper-level survey course designed to introduce students to the various concepts, theories, and principles of effective crisis management. The course

explores both national and international corporate crises in regards to crisis prevention, crisis readiness, and crisis resolution.

SPCH-S 321 Rhetoric and Modern Discourse (3 cr.)

Topical analysis of the constituents of traditional rhetorical theory; application of rhetorical principles to the study of selected modern discourse.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.)

P: SPCH-S 122 and junior standing. Advanced consideration of communication in human relationships. Emphasis given to self-concept, perception, verbal language, nonverbal interaction, listening, interpersonal conflict and communication skills in family, social, and work situations.

SPCH-S 324 Persuasion (3 cr.) P: SPCH-S 246 with grade of C or better, and Junior standing; or consent of the instructor. Motivational appeals in influencing behavior; psychological factors in a speaker-audience relationship; contemporary examples of persuasion. Practice in persuasive speaking.

SPCH-S 325 Voice and Diction (3 cr.) P: SPCH-S 121 or THTR-T 120. R: Sophomore standing or consent of instructor. Anatomy and functions of vocal mechanism; introduction to phonetics; improvement of student's voice and diction through exercises and practical work in area of student's special interest.

SPCH-S 333 Public Relations (3 cr.) P: TEL-R 311, or SPCH-S 246, or ENG-W 290, and Junior Standing; or consent of instructor. Communication Studies majors and minors only. An introduction to the principles of public relations, including ethics of public relations, impact on society, and uses by government, business, and social institutions for internal and external communication. Public relations as a problem-solving process utilizing theoretical and applied communication strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes.

SPCH-S 353 Advanced Public Speaking (3 cr.)

P: SPCH-S 121 and Sophomore standing; or consent of the instructor. Development of a marked degree of skill in preparation and delivery of various types of speeches, with emphasis upon depth of research, clarity of organization, application of proof, and appropriate style.

SPCH-S 380 Nonverbal Communication (3 cr.)

P: SPCH-S 122 and Junior standing; or consent of the instructor. Exploration of communicative interaction that is not linguistic in nature. Emphasizes the communicative aspects of personal space, physical environment, body movement, touch, facial expression, eye contact, and paralanguage.

SPCH-S 398 Independent Study in Speech

Communication (1-3 cr.) P: Junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by the faculty member before enrolling.

SPCH-S 400 Senior Seminar (2 cr.) P: SPCH-S 210, SPCH-S 246 and Senior standing; or consent of the

instructor. Permission required. Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-S 405 Human Communication Theory (3 cr.)

P: SPCH-S 210, SPCH-S 246, and Senior standing; or consent of the instructor. Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory.

SPCH-S 407 Historical Development of Rhetorical Theory. (3 cr.)

P: SPCH-S 246 and Junior standing. Survey of ancient through contemporary thought on the art of rhetoric; identification of leading trends in the history of rhetoric and the assessment of those trends in light of surrounding context.

SPCH-S 421 Rhetorical Criticism (3 cr.)

P: SPCH-S 246 and Junior standing; or consent of the instructor. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.

SPCH-S 424 Empirical Research Methods in Speech

Communication (3 cr.) P: SPCH-S 246, MATH-A 118 or MATH-M 118 or higher, completed with grade of C or higher; and Junior standing . Permission required. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundation of empirical social science and offers guidelines for conducting descriptive and experimental studies.

SPCH-S 427 Cross-Cultural Communication (3 cr.)

P: Junior standing. A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 440 Organizational Communication

(3 cr.) P: Junior standing or consent of the instructor. 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.

SPCH-S 450 Gender and Communication (3 cr.)

P: SPCH-S 121, or ENG-W 290, or SPCH-S 246; and Junior standing; or consent of the instructor. Examines the extent to which biological sex and gender role orientation stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption and stereotypes regarding gender differences in communication, and analyzes how the media present, influence, and reinforce gender stereotypes

SPCH-S 640 Studies in Organizational Communication

(3 cr.) Critical examination of quantitative and qualitative research in the area of organizational communication. Emphasizes decision making, superior-subordinate interaction, communication not works and climate and organizational culture. Focuses on critical assessment of research.

SPH-B 150 Introduction to Public Health (3 cr.)

Focuses on rationale, history and development of public health in the U.S. and globally. Emphasis on underlying theories, scientific, and social basis for public health practice plus the impact of critical public health concerns

on society. Professional disciplines, organizations, and methods that interact to improve the public's health are addressed.

SPH-H 174 Prevention of Violence in American Society (3 cr.) This course covers various contributors to violence in America with an emphasis on community health issues. Personal and environmental factors related to violence are considered within a context of public health. Personal and community violence prevention and reduction approaches are presented.

SPH-S 101 Introduction to Safety (3 cr.) Provides an overview of the variety of careers available in the safety profession. Examines the broad areas practiced by safety professionals including regulatory compliance, environmental protection, ergonomics, industrial hygiene, emergency management, recreational safety, personal safety, healthcare, training and instruction, system safety, fire protection, and hazardous materials management.

SPH-S 151 Legal Aspects of Safety (3 cr.) Discusses legal requirements for safety, health, and environmental compliance. Emphasis is given to OSHA standards with additional review of EPA, NFPA, NIOSH, and related agencies.

SPH-S 201 Introduction to Industrial Hygiene (3 cr.) The concepts, principles, and techniques in the practice of industrial hygiene are presented. The identification, evaluation, and control of occupational health hazards are discussed. An orientation to selected instrumentation used to assess the workplace is provided.

SPH-S 202 Fundamentals of Fire Protections (3 cr.) Reviews fire protection codes and standards, principles, and practices; fire theory, fire-safe design, fire protection systems and equipment, and fire hazards. Emphases on the life safety aspect of fire protection.

SPH-S 210 OSHA General Industry Standards (3 cr.) An introduction and analysis of the Occupational Safety and Health Administration (OSHA) general industry standards as they apply to both the private and federal sectors. Includes an inspection practicum.

SPH-S 214 OSHA Construction Standards (3 cr.) An introduction to and application of the Occupational Safety and Health Administration (OSHA) and Indiana OSHA (IOSHA) construction standards as they apply to both the private and public sectors. Course includes an inspection practicum.

SPH-S 217 Safety: A Personal Focus (3 cr.) This course surveys current topics of interest in safety. Areas explored include injury problems, safety analysis, home safety, fire safety, personal protection, responding to emergencies, firearm safety, motor vehicle safety, occupational safety, recreational safety, school safety, and related issues.

SPH-S 231 Safety Engineering & Technology (3 cr.) Introduces safety engineering principles applied to the control of hazards associated with industrial processes, facilities, chemical processes, materials handling, machine operation, and electricity.

SPH-S 251 Incident Investigation and Analysis (3 cr.) Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects,

and using investigation findings as a prevention tool. Reviews root causes in management systems.

SPH-S 255 Threats, Violence, and Workplace Safety (3 cr.) Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

SPH-S 302 Introduction to Homeland Security (3 cr.) Explores relationships and interactions between private-sector institutions and public-sector Homeland Security organizations at federal, state and local levels. Examines specific roles, responsibilities and vulnerabilities of private-sector and governmental agencies in protecting critical infrastructure as well as preventing, deterring, and responding to crises.

SPH-S 332 Ergonomics and Human Factors (3 cr.) The application of ergonomic principles and human factors techniques to the design and evaluation of workplaces and equipment.

SPH-S 336 Emergency Management (3 cr.) An all-hazard multidisciplinary response and recovery. Topics include identifying critical roles, risk assessment, strategies, planning concepts and methodologies, establishing effective integrated and coordinated programs, crisis management, communication and response.

SPH-S 345 Safety Program Management (3 cr.) Principles, theories, and concepts of safety and health program management with comparisons of past, present, and future practices. Review of managing behavior of individuals, groups, and organizations. Focuses on managing a total safety program.

SPH-S 350 Topical Seminar in Safety Education (3 cr.) The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design.

SPH-S 354 Hazardous Materials and Waste Control (3 cr.) Introduction and review of hazardous materials regulations and hazardous materials control method, including hazardous wastes. Occupational and environment requirements and exposures, with guidance and common examples of materials that are toxic, corrosive, reactive, explosive, flammable, and combustible. These classes of materials will be considered from their generation to disposal.

SPH-S 402 Emergency Planning and Preparation (3 cr.) Addresses multiple facets of emergency planning and preparedness as part of comprehensive emergency management. Fundamentals of planning as applied to four phases of emergency management; how these phases overlap, interrelate, and complement each other; and critical steps in preparation will be examined.

SPH-S 410 Advanced Industrial Hygiene (3 cr.) P: SPH-S 201 plus 12 credits of SPH-S courses; junior/senior standing. Provides definitive application of principles and concepts for the solutions of workplace health and

physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

SPH-S 411 Indust Hygiene Sampling & Analysis (3 cr.)

Advanced, in-depth study of the approaches to workplace sampling. Emphasis is on sampling methods, passive sampling, sampling devices, breathing zone, and area sampling strategy. Course will include lab sessions and field experience.

SPH-S 415 Safety Education and Training (3 cr.)

Assessing training and education needs, establishing goals and objectives, planning and methods for delivery, using resources and evaluating effectiveness. Students develop evaluation instruments and conduct mock OSHA training. Emphasis is on improving safety performance in addition to compliance.

SPH-S 430 Topical Senior Seminar in Safety Culture (1-3 cr.)

The topical seminars will relate to current issues in the field of safety culture. Explore issues of sound business principles and management practices for the development of an effective safety culture.

SPH-S 436 Emergency Response and Recovery (3 cr.)

Identifies various types of disasters and appropriate emergency management stakeholders. Explores theoretical frameworks, emergency and post-emergency activities typical challenges of response efforts: and, the tools and techniques of response and recovery are examined.

SPH-S 491 Research in Safety Education (1-3 cr.)

Undergraduate research is done in the field of safety education under the direction of a faculty member in the department.

SPH-S 492 Readings in Safety Education (1-3 cr.)

Enrollment is limited to seniors or advanced juniors who are majors in the department. Undergraduate research done in the field of safety education under the direction of a faculty member in the department.

SPH-S 496 Field Experience in Occupational Safety (1-10 cr.)

P: Safety majors only; junior/senior standing; consent of instructor. Field experience through on-the-job and related opportunities in occupational safety. Students will be assigned to industrial and occupational enterprises offering professional development for the safety specialist. Periodic critiques will be scheduled with supervisory personnel. Written progress reports will be required. S/F only.

SUPV-S 300 Frontline Leadership (3 cr.)

P: ENG-W 131. This introductory supervision course explores traditional and contemporary leadership styles used in the manager-employee relationship. Concepts include improving communication, conflict resolution, planning, organizing, and strategies for performance and productivity improvements. This course is an introduction to the front-line managerial position. It offers the student an insight into one of the most demanding jobs in the country and gives those already in that role, practical advice in handling on-the-job problems within their own organizations.

SUPV-S 310 Resource Planning Management (3 cr.)

P: SUPV-S 300 or equivalent supervision experience. Increased competitiveness in the world today has required

companies to re-evaluate how they design facilities and manage their resources. Using interactive class discussions, this course takes a visionary and proactive approach to the concepts of organizational design, process/quality management, capacity analysis, and supply chain management.

SUPV-S 320 Labor Relations (3 cr.) An introduction to labor relations for supervisors. The organization of labor unions and federations, certification, contracts, collective bargaining, grievances, arbitration, and labor law will be covered.

SUST-S 211 Sustainability and Regeneration: The Essentials (3 cr.) This course introduces students to the essentials of the field of sustainability and regeneration.

SUST-S 361 Sustainability Abroad (1-6 cr.) Topics announced in Schedule of Classes. An analysis of how sustainability is being incorporated into societies and cultures around the world. Can be conducted in the field or on campus.

SUST-S 410 Readings in Sustainability and Regeneration (3 cr.) This course is perceived as a capstone course in which students will engage in critical thinking and analysis of selected issues and problems within a disciplinary format. This course is designed to prepare students for research at the graduate-level.

SUST-S 415 Research in Sustainability and Regeneration (1-6 cr.) Research course that reviews and applies research methods used in sustainability and regeneration. Analyzed problems using principles of field.

Requires application of research methods to problems in field including collecting, analyzed and critiquing data.

Includes development of a research brief, research proposal/funding proposal, a technical report and a recommended solutions list.

SUST-S 491 Internship in Sustainability (3 cr.)

Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

TEL-R 404 Senior Seminar in Telecommunications (1-3 cr.)

P: SPCH-S 333; TEL-T 345; TEL-T 347; TEL-R 440; TEL-R 311 or ENG-W 290; and Junior standing; or consent of instructor C: TEL-R 440 or TEL-T 347 Exploration of problems and issues of telecommunications in contemporary society.

TEL-R 311 Broadcast Writing (3 cr.)

P: ENG-W 131; TEL-T 102, and Sophomore standing; or consent of the instructor. Style, form, and preparation of written materials for broadcasting.

TEL-R 440 Advertising Strategies (3 cr.)

P: TEL-T 102; TEL-R 311 or ENG-W 290, and Junior standing; or consent of the instructor. Analysis and evaluation of the planning, creative and placement components of advertising campaigns utilizing the broadcast media; development of original advertising campaigns.

TEL-T 102 Introduction to Advertising (3 cr.)

This course focuses on the role of advertising in a free economy and its place in the media of mass communication. It will cover advertising appeals, product and marketing research, selection of advertising media,

testing of advertising effectiveness, and organization of advertising profession.

TEL-T 345 Advertising Media Planning (3 cr.) P: TEL-T 102; TEL-R 311 or ENG-W 290. and Junior standing; or consent of the instructor. This course will introduce you to the process of advertising media planning and how it fits into the marketing function for brands, products and services. This process involves the creative and strategic use of media vehicles to deliver advertising messages to the target audience at the right time, through the most appropriate communication channel, and in a cost efficient manner.

TEL-T 347 Promotion and Marketing in Telecommunications (3 cr.) P: TEL-T 102; TEL-R 311 or ENG-W 290, and Sophomore standing; or consent of instructor. Theory and practice of designing, implementing, and evaluating promotional materials and understanding the process of strategic brand management in traditional and emerging media.

TEL-T 441 Advanced Advertising Strategies (3 cr.) P: TEL-T 102, and Junior standing; or consent of the instructor. Analysis and evaluation of planning, creative, and placement components of advertising campaigns utilizing the electronic media; development of original advertising campaigns.

THTR-T 105 Appreciation of Theatre (3 cr.) Introduction to the art of the theatre through a study of major dramatic forms and theatrical techniques. No credit for theatre/drama major concentration.

THTR-T 115 Oral Interpretation I (3 cr.) Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology, and skills: body movement, voice and diction, observation, concentration, imagination. Emphasis on improvisational exercises. Lectures and laboratory.

THTR-T 130 Stage Makeup (1 cr.) Techniques and styles of makeup in theatre. Lecture and laboratory. Theatre majors have registration priority.

THTR-T 220 Acting II (3 cr.) P: THTR-T 120 and permission of instructor. Techniques for expressing physical, intellectual, and emotional objectives. Study, creation, and performance from varied dramas.

THTR-T 221 Movement for the Actor (3 cr.) Designed to develop awareness of the body as an instrument of communication in the study of acting. Technical skills will be mastered through practice of exercises for flexibility, limberness, balance, coordination, and creative exploration of body movement in space as an individual and as a group member.

THTR-T 222 Voice of the Actor (3 cr.) Designed to develop physiological and psychological understanding of the voice as it applies specifically to the study of acting. Provides a series of exercise/techniques to free, develop, and strengthen vocal pitch, range, resonance, breath control, and articulation. Includes an introduction to the International Phonetic Alphabet and stage directions.

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.

THTR-T 230 Stage Costuming I (3 cr.) Introduction to theories, methodology, and skills: materials, construction techniques, pattern drafting, wardrobe work, and decorative processes. Lecture and laboratory.

THTR-T 236 Readers Theatre I (3 cr.) Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

THTR-T 270 Introduction to History of the Theatre I (3 cr.) Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.

THTR-T 271 Introduction to History of the Theatre II (3 cr.) Continuation of THTR-T 270. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.

THTR-T 275 American Theatre: The Black Experience (3 cr.) Historical survey of the black influence in the American theatre; a critical study of early and contemporary plays concerning black social problems and depicting black culture; the contributions of black actors and black playwrights to the American stage.

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.

THTR-T 315 Oral Interpretation II (3 cr.) P: THTR-T 115. Study of the oral and visual presentation of literature, with emphasis on analysis of intellectual and emotional values.

THTR-T 320 Acting III (3 cr.) P: THTR-T 220 and audition. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare.

THTR-T 325 Voice and Speech (3 cr.) Anatomy and functions of vocal mechanism; introduction to phonetics; improvement of student's voice and diction through exercises and practical work in area of student's special interest.

THTR-T 326 Scene Design I (3 cr.) Introduction to the process of scene design, scene designer's responsibilities, scene problem solving, and exploration of visual materials and forms.

THTR-T 335 Stage Lighting (3 cr.) P: THTR-T 225. Introduction to the process of determining and implementing a lighting design. Analytical skills, concept development, design methods, lighting technology, and practical applications are covered.

THTR-T 340 Directing I (3 cr.) P: THTR-T 120. Introduction to theories, process, and skills (text analysis,

working with actors, staging, and telling a story), culminating in a final project.

THTR-T 349 Theatre Practicum (1-3 cr.) P: Permission of instructor/director. Practicum credit for students participating responsibly in a performance capacity is available by special arrangement with the instructor/director as casting decisions are confirmed.

THTR-T 363 Modern Plays for Stage Interpretation (3 cr.) Production of realistic, naturalistic, and expressionistic plays on level representative of Pulitzer Prize and Drama Critics Circle selections.

THTR-T 385 Theatre Laboratory (1-3 cr.) P: THTR-T 225, THTR-T 424, THTR-T 425; or consent of instructor. Practicum credit for students participating responsibly in production capacities is available by special arrangement with the instructor, with current IU Southeast theatre productions serving as the core of study. Students will engage in script analysis, comparison, detailed research, and production planning as required and then actual implementation of plans in a specific key area (e.g., set design or construction, costumes, lighting, promotion, etc.) contracted on an individual basis with the instructor.

THTR-T 390 Creative Work in Summer Theatre (1-3 cr.) P: Consent of director. Work in summer theatre productions.

THTR-T 400 Arts Management (3 cr.) Business theory and practice in contemporary arts organizations, both profit and not-for-profit. Emphasis on practical application. Laboratory required.

THTR-T 410 Movement for the Theatre (3 cr.) P: THTR-T 120. Introduction to theories, methodologies, and skills in developing a flexible, relaxed, controlled body for the theatre. Emphasis on relaxing body tensions, alignment, eye training, tumbling, and stage combat.

THTR-T 424 Stagecraft II (3 cr.) P: THTR-T 225; or consent of instructor. Using theatrical drafting as a vehicle, special techniques, new materials and techniques, and problems of construction are explored. Continued exploration of production duties is included.

THTR-T 433 Costume Design (3 cr.) P: THTR-T 230 or consent of instructor. Design and selection of costumes, with an emphasis on the relationship of costume to character and production.

THTR-T 446 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for young people.

THTR-T 453 Playwriting I (3 cr.) P: Consent of Instructor. Introduction to theories, methodology, and skills: principles of dramatic structure, practice in writing. Conferences and class evaluation.

THTR-T 458 Screenwriting (3 cr.) Structural analyses of cinematic models, culminating in the creation of an original full-length narrative screenplay.

THTR-T 483 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not usually covered in other departmental courses.

THTR-T 490 Independent Study in Theatre and Drama (1-6 cr.) P: 12 credit hours in theatre and drama,

departmental grade average of B or above, consent of instructor required. Readings, reports, experiments, or projects in area of student's special interest.

WOST-W 200 Women in Society - Intro to Women's Studies (3 cr.) Interdisciplinary approach to core discipline areas and to methodological and bibliographical tools required for research in women's studies. Roles and images of women in contemporary American society based on historical, social, political background. Will not count toward the social science distributional requirement.

WOST-W 400 Selected Topics in Women's Studies (Senior Seminar) (3 cr.) Readings and discussion of selected topics, with an interdisciplinary focus; research paper included.

WOST-W 495 Readings and Research in Women's Studies (1-3 cr.) Individual readings and research. May be repeated twice for credit with a different topic.

ZOOL-Z 103 Animal Biology (5 cr.) Emphasis on interdependence of all living things. Type forms are used to demonstrate general biological principles. Functional aspects of biology, inheritance, development, and evolution and their application to human biology. This course will not count toward a biology major.

ZOOL-Z 373 Entomology (3 cr.) P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. C: ZOOL-Z 383. Insects, with emphasis on evolution, distribution, behavior, and structure.

ZOOL-Z 383 Laboratory in Entomology (2 cr.) C: ZOOL-Z 373. Laboratory and field studies of methods of collecting, preserving, and studying insects, with intensive study of classification. Preparation of insect collection required.

ZOOL-Z 460 Ethology (Animal Behavior) (3 cr.) P: ENG-W 130 or ENG-W 131, and MATH-M 110 or higher with grades of C or better, OR minimum of 12 credits. Introduction to the zoological study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals (protozoa-primates) in their natural environment.

ZOOL-Z 466 Endocrinology (3 cr.) P: BIOL-L 211 with C or better. Mechanisms of hormone action from the molecular to the organismal level in vertebrates.

Afro-American Studies (AFRO)

Classical Studies (CLAS)

Communication and Culture (CMCL)

Comparative Literature (CMLT)

College of Arts and Sciences (COAS)

Arts and Letters

- Afro-American Studies (AFRO)
- Classical Studies (CLAS)
- Communication and Culture (CMCL)
- Comparative Literature (CMLT)
- College of Arts and Sciences (COAS)

- East Asian Languages and Culture (EALC)
- English (ENG)
- Fine Arts (FINA)
- Germanic Languages (GER)
- Gender Studies (GNDR)
- Honors Program (HON)
- General Humanities (HUMA)
- Music (MUS)
- Philosophy (PHIL)
- Religious Studies (REL)
- Spanish (SPAN)
- Speech (SPCH)
- Telecommunications (TEL)
- Theatre (THTR)

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General Humanities (HUMA)

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Philosophy (PHIL)

Religious Studies (REL)

Spanish (SPAN)

Speech (SPCH)

Telecommunications (TEL)

Theatre (THTR)

Business (BUS)

Economics (ECON)

Health, Physical Education, and Recreation (HPER)

Safety (HPER)

Supervision (SUPV)

Education Undergraduate (EDUC)

Education Graduate (EDUC)

Health, Physical Education, and Recreation (HPER)

Liberal Studies (LBST)

Library and Information Science (SLIS)

Allied Health (AHLT)

Anatomy (ANAT)

Astronomy (AST)

Biology (BIOL)

Chemistry (CHEM)

Computer Science (CSCI)

Geography (GEOG)

Geology (GEOL)

Informatics (INFO)

Mathematics (MATH)

Microbiology (MICR)

Physiology (PHSL)

Physics (PHYS)

Professional Practices in Sciences

Plant Science (PLSC)

School of Public and Environmental Affairs (SPEA)

Zoology (ZOO)

Nursing (NURS)

<< insert course feed here; see pg256-259 >>

Computer Graphics Technology (CGT)

Computer and Information Technology (CIT)

Electrical and Computer Engineering Technology (ECET)

Mechanical Engineering Technology (MET)

Organizational Leadership and Supervision (OLS)

Anthropology (ANTH)

Criminal Justice (CJUS)

History (HIST)

Journalism (JOUR)

Political Science (POLS)

Psychology (PSY)

<< insert course feed here; see pg268-271 >>

Sociology (SOC)

Faculty

IU Southeast prides itself on the quality of its faculty and programs and the way it serves the region. More than 180 full-time faculty members teach at IU Southeast, augmented by a cadre of adjunct professors. More than 85 percent of the full-time faculty hold doctoral degrees or the equivalent in their fields.

IU Southeast professors believe that being active scholars makes them better teachers. Students benefit from the faculty's dual commitment to good teaching and productive research, not only in the classroom but also in the opportunity to work directly with professors on research projects. Because of such research projects, a number of students have had the rare undergraduate opportunity to present their findings in scholarly papers or in journals on a national level. Not only do students benefit from close contact with professors but they also have access to sophisticated equipment and a range of learning opportunities that at many universities are reserved only for graduate students.

- Full-time Faculty
- Adjunct Faculty

Full-time Faculty

**Member of the Graduate Faculty*

- Abernethy, Michael L., M.A. (*University of North Texas, 1987*), Senior Lecturer in Communication
- *Abshire, Jean E., Ph.D. (*Indiana University, 1999*), Associate Professor of Political Science
- Accardi, Maria T., MLIS (*University of Pittsburgh, 2006*), Librarian
- *Adams, Kela O., P.E.D., Ed.D. (*Indiana University, 1970, 1980*), Professor Emerita of Physical Education and Education
- Albertson, Stephanie L., Ph.D. (*University of Delaware, 2012*), Assistant Professor of Criminal Justice
- *Allen, Anne E., Ph.D. (*Columbia University, 1993*), Professor of Fine Arts
- Allman, Ronald J., M.S. (*The University of Texas at Austin, 1994*), Associate Professor of Journalism
- *Alse, Janardhanan A., Ph.D. (*University of Wisconsin Milwaukee, 1993*), Professor of Economics
- Altmann, James L., Ph.D. (*University of Wisconsin, 1978*), Professor Emeritus of Economics and Business Administration
- *Ambrose, Timothy, Ph.D. (*University of Wisconsin Madison, 1980*), Associate Professor of Spanish
- *Anderson, Virginia S., Ph.D. (*The University of Texas at Austin, 1997*), Associate Professor of English
- Arano, Kathleen G., Ph.D. (*Mississippi State University, 2012*), Assistant Professor of Economics
- Arnold, Janet K., M.Ed. (*University of Louisville, 1979*), Lecturer in Mathematics
- *Asare, Benjamin, Ph.D. (*Temple University, 1987*), Professor of Sociology and International Studies
- *Atnip, Gilbert W., Ph.D. (*The Ohio State University, 1975*), Dean of Faculties Emeritus and Professor of Psychology Emeritus
- *Attum, Omar A., Ph.D. (*University of Louisville, 2004*), Assistant Professor of Biology
- Atwater, J. Brian, Ph.D. (*University of Georgia, 2011*), Assistant Professor of Management
- *Babb, Jacob, Ph.D. (*University of North Carolina, 2013*), Assistant Professor of English
- *Badia, Mindy S., Ph.D. (*Indiana University, 1996*), Associate Professor of Spanish and International Studies
- Baek, Tae Hyun, Ph.D. (*University of Georgia, 2011*), Assistant Professor of Speech
- *Bailey, Kevin Sue, Ed.D. (*Indiana University, 1981*), Professor of Education
- Baird, David, M.B.A. (*Northern Kentucky State College*), Lecturer in Business
- *Baker, Claude D., Ph.D. (*University of Louisville, 1972*), Professor Emeritus of Biology
- *Baker, Crump W., Ph.D. (*University of Kentucky, 1975*), Professor of Mathematics
- *Barney, Douglas K., Ph.D. (*University of Mississippi, 1993*), Professor of Business Administration
- *Barry, James, Ph.D. (*State University of New York at Stony Brook, 1988*), Professor of Philosophy
- Beard, Terri L., M.S. (*Indiana University, 1998*), Lecturer in Education
- Bhattacharya, Chhandashri, Ph.D. (*Calcutta University, 2010*), Lecturer in Chemistry
- Bingham, Jonathan E., A.M. (*Washington University, 1995*), Senior Lecturer in Business
- *Bjornson, Christian E., Ph.D. (*University of Illinois—Urbana, 1993*), Associate Professor of Business Administration
- *Bochan, Bohdan, Ph.D. (*University of Minnesota, 1977*), Professor Emeritus of German
- Bonacci, Kimberly M., M.S. (*Shippensburg University, 1988*), Senior Lecturer in Mathematics
- Book, Lisa, M.B.A., (*Indiana University, 1999*), Lecturer in Accounting
- *Bower, Stephanie, Ph.D. (*University of Wisconsin—Madison, 1971*), Professor Emerita of History and International Studies
- *Bowles, Donna N., R.N., Ed.D. (*Spalding University, 2000*), Professor of Nursing
- *Bradley, Mary C., Ph.D. (*Indiana University, 2007*), Assistant Professor of Education
- Brewer, Neil H., M.S. (*Indiana University, 1990*), Senior Lecturer in Education
- *Briscoe, John P., Ph.D. (*University of Louisville, 1977*), Professor Emeritus of Business Administration
- Broughton, Tonya M., M.S.N. (*Bellarmino University, 2009*), Assistant Professor of Nursing
- Burns, Sheryl M., M.S. (*Indiana University, 1977*), Lecturer in Education

- Byrne, Jeffrey A., M.B.A. (*Bellarmine University, 2009*), Lecturer in Accounting
- *Cady, Marshall P., Ph.D. (*Michigan State University, 1976*), Professor Emeritus of Chemistry
- *Caldwell, Jr. Herbert W., M.F.A. (*University of Utah, 2009*), Assistant Professor of Theatre
- *Camahalan, Faye M., Ph.D. (*University of the Philippines, 2000*), Associate Professor of Education
- *Carducci, Bernardo J., Ph.D. (*Kansas State University—Manhattan, 1980*), Professor of Psychology
- Carlton, Rebecca L., M.A. (*Ball State University, 1992*), Senior Lecturer in Communications
- Carr, Gabrielle M., M.L.S. (*Indiana University, 1981*), Librarian
- Chang, Sau Hou, Ph.D. (*Texas A&M University, 2007*), Assistant Professor of Education
- *Choi, Pilsik, Ph.D. (*University of Illinois - Urbana, 2013*), Assistant Professor of Marketing
- *Christiansen, Linda A., J.D. (*Indiana University School of Law, 1987*), Professor of Business
- *Clem, Debra K., M.F.A. (*Pennsylvania State University, 1978*), Professor of Fine Arts
- Cochran, Delaine E., M.A. (*University of Louisville, 1988*), Senior Lecturer in Mathematics
- Collins, Cynthia R., M.S. (*Indiana University, 1987*), Lecturer in Education
- *Connerly, Pamela L., Ph.D. (*University of Chicago, 2003*), Associate Professor of Biology
- *Cox, Kevin Christopher, Ph.D. (*Texas Tech University, 1995*), Associate Professor of Business Administration
- *Crooks, Edwin W., D.B.A. (*Indiana University, 1959*), Professor Emeritus of Business Administration
- *Crump, Claudia D., Ed.D. (*Indiana University, 1969*), Professor Emerita of Education
- *Dahlgren, Donna J., Ph.D. (*Kent State University, 1992*), Associate Professor of Psychology
- *Daly, Patrick J., Ph.D. (*University of Illinois—Urbana, 1995*), Associate Professor of English
- *Darnowski, Douglas W., Ph.D. (*Cornell University, 1997*), Associate Professor of Biology
- Dauer, Quinn P., B.A. (*Mankato State College, 2012*), Lecturer in History
- Davis, Marcia M., M.A. (*Western Kentucky University, 2012*), Lecturer in Elementary Education
- *De, Subhranil, Ph.D. (*University of Rochester, 2008*), Assistant Professor of Physics
- *deGraaf, Carl A., Ph.D. (*Southern Illinois University, 1973*), Professor Emeritus of Education
- *Del Grande, M. Vera, Ph.D. (*St. Louis University, 1959*), Professor Emerita of Education
- *Doyle, John F., Ph.D. (*University of Colorado—Boulder, 2000*), Associate Professor of Computer Science
- *Dufrene, Uric B., Ph.D. (*University of Mississippi, 1992*), Professor of Business
- *Dunn, Millard C., Ph.D. (*Indiana University, 1966*), Professor Emeritus of English
- *Earley, Samantha M., Ph.D. (*Kent State University, 1998*), Associate Professor of English
- *Edmonds, Kent E., Ph.D. (*University of Delaware, 1994*), Professor of Biology
- Ehringer, Margaret A., M.A.T. (*Indiana University, 1972*), Senior Lecturer in Mathematics
- Emery, Sharyn J., Ph.D. (*Indiana University, 2012*), Assistant Professor of English
- *Eplion, David M., Ph.D. (*University of Pittsburgh, 2003*), Associate Professor of Business Administration
- *Ernstberger, Kathryn W., Ph.D. (*Indiana University, 1992*), Professor of Business Administration
- *Fankhauser, Robin L., Ed.D. (*Indiana University, 1985*), Associate Professor of Education
- *Farrell, William J., Ph.D. (*University of Iowa, 1989*), Professor of Criminal Justice
- *Felton, Marianne V., Ph.D. (*Indiana University, 1978*), Professor Emerita of Economics
- *Fields, Teesue H., Ed.D. (*Rutgers the State University of New Jersey—New Brunswick, 1975*), Professor Emerita of Education
- *Findling, John E., Ph.D. (*University of Texas, 1971*), Professor Emeritus of History
- *Finkbine, Ronald B., Ph.D. (*New Mexico Institute of Mining and Technology, 1994*), Associate Professor of Computer Science
- *Finkel, Deborah G., Ph.D. (*University of Minnesota—Minneapolis, 1992*), Professor of Psychology
- Fleischer, Jan M., Ph.D. (*Yale University, 1994*), Senior Lecturer in Chemistry
- *Forinash, Kyle, Ph.D. (*Clemson University, 1983*), Professor of Physics
- Franklin, Clint H., M.A. (*Indiana State University, 2003*), Senior Lecturer in Geosciences
- *Fraser, Virginia A., Ph.D. (*University of Virginia, 2010*), Assistant Professor of Education
- Free, Kathleen W., M.S.N., A.N.P.C. (*Ball State University, 1996*), Professor of Nursing
- *French, G. Richard, Ph.D. (*University of Mississippi, 1990*), Professor of Business Administration
- Fry Konty, Melissa S., Ph.D. (*University of Arizona, 2011*), Assistant Professor of Sociology
- *Galvin, Peter R., Ph.D. (*Louisiana State University, 1991*), Professor of Geosciences
- *Goldstein, Joanna, Ph.D. (*New York University, 1985*), Professor of Music
- *Granda, Carolyn, M.Eng. (*University of Louisville, 1994*), Lecturer in Computer Science
- *Greckel, Fay E., Ph.D. (*Indiana University, 1969*), Professor Emerita of Economics
- Griggs, C. Bradford, Ph.D. (*University of North Carolina, 2012*), Assistant Professor of Education
- *Gritter, Elizabeth, Ph.D. (*University of North Carolina, 2013*), Assistant Professor of History
- *Guenther, John R., M.F.A. (*Indiana University, 1973*), Professor Emeritus of Fine Arts
- *Gugin, Linda C., Ph.D. (*University of Georgia, 1970*), Professor Emerita of Political Science
- Hackett, Brenda V., M.S.N., R.N. (*Bellarmine College, 1993*), Senior Lecturer in Nursing
- Haertel, Timothy R., B.A. (*University of Louisville, 1982*), Lecturer in Music
- *Hall, Bryan W., Ph.D. (*University of Colorado—Boulder, 2005*), Associate Professor of Philosophy

- *Hare, Sara, Ph.D., (*Indiana University, 2002*), Associate Professor of Sociology
- *Harper, Brian A., M.F.A., (*University of Iowa, 2008*), Assistant Professor of Fine Arts
- *Harris, Kenneth J., Ph.D. (*Florida State University—Tallahassee, 2004*), Associate Professor of Business Management
- *Harris, Michael L., Ph.D. (*University of South Florida, 2006*), Associate Professor of Business Administration
- *Harris, Ranida B., Ph.D. (*Florida State University—Tallahassee, 2004*), Associate Professor of Business Administration
- *Harvey, George W., Ph.D. (*University of Kentucky, 2004*), Associate Professor of Philosophy
- *Haub, Elaine K., Ph.D. (*University of Louisville, 1993*), Professor of Chemistry
- *He, Yan, Ph.D. (*Syracuse University, 1999*), Associate Professor of Business Administration
- Henderson, Jodi L., M.S.N. (*Indiana State University, 2012*), Assistant Professor of Nursing
- *Herdoiza-Estévez, Magdalena, Ph.D. (*Université de Paris, Sorbonne, 1985*), Professor of Education
- *Hesselman, James L., M.F.A. (*University of Louisville, 1992*), Assistant Professor of Theatre
- *Hettiarachchi, Suranga, Ph.D. (*University of Wyoming, 2009*), Assistant Professor of Computer Science
- *Hill, W. Brian, Ph.D. (*University of Illinois, 1958*), Professor Emeritus of Chemistry
- *Hise, Mary Garboden, R.N., M.N. (*Emory University, 1960*), Associate Professor Emerita of Nursing
- Hoelger, Angelika, Ph.D. (*Johns Hopkins University, 2012*), Assistant Professor of History
- Hoffman, Elizabeth E., Ph.D. (*Florida State University - Tallahassee, 2009*), Assistant Professor of Graduate Studies
- *Hollenbeck, James E., Ph.D. (*University of Iowa, 2000*), Professor of Education
- *Hollingsworth, Joseph E., Ph.D. (*The Ohio State University, 1992*), Professor of Computer Science
- Hollowell, B. Jane, M.S.N., R.N. (*Bellarmine College, 1991*), Senior Lecturer in Nursing
- *Hotopp, Robert J., J.D., C.P.A. (*Indiana University, 1973*), Associate Professor Emeritus of Business Administration
- Hughes, Melanie E., M.L.S. (*Indiana University, 2000*), Associate Librarian
- *Hunt, Randy E., Ph.D. (*Ohio State University, 1988*), Professor of Biology
- Hutchins, Michael David, Ph.D. (*University of Cincinnati, 2011*), Assistant Professor of German
- Jackman, Michael, M.A. (*University of Louisville, 1994*), Senior Lecturer in English
- *Jamski, William D., Ed.D. (*Indiana University, 1976*), Professor Emeritus of Education
- *Jansing, Jo Ann, Ph.D. (*Fordham University, 1970*), Professor Emerita of Chemistry
- Jenkins, Shannon M., M.B.A. (*Indiana University, 2011*), Lecturer in Accounting
- *Jenks, Richard J., Ph.D. (*University of Missouri, 1974*), Professor Emeritus of Sociology
- Jessie, Bernadette F., Ph.D. (*Washington State University, 2003*), Associate Professor of Criminal Justice
- Johnson, Jacqueline F., M.L.S. (*State University of New York at Buffalo, 1990*), Associate Librarian
- Johnson, Sandra L., M.S. (*Indiana State University—Terre Haute, 2006*), Senior Lecturer in Biology
- Jones, Ann S., M.S. (*Western Kentucky University, 1988*), Lecturer in Education
- *Jones, Brian H., M.F.A. (*University of Cincinnati, 1977*), Professor of Fine Arts
- *Kahn, Meghan C., Ph.D. (*Bowling Green State University, 2009*), Assistant Professor of Psychology
- Kara, Aycan, M.B.A. (*Florida Atlantic University, 2013*), Assistant Professor of Management
- *Kauffman, James L., Ph.D. (*Indiana University, 1989*), Professor of Speech
- *Keefe, Thomas J., Ph.D. (*State University of New York at Buffalo, 1988*), Professor of Business Administration
- *Kimmer, Christopher J., Ph.D. (*Cornell University, 2010*), Assistant Professor of Informatics
- *King, Granville, Ph.D. (*Indiana University, 1994*), Associate Professor of Speech Communication
- *Kirchner, Gretchen, Ph.D. (*University of Louisville, 1986*), Professor of Biology
- Koerner, Michael A., M.F.A. (*Heriot-Watt University, Scotland, 2009*), Lecturer in Graphic Design
- Konychev, Anton V., Ph.D. (*Indiana University, 2005*), Lecturer in Physics & Mathematics
- Kordsmeier, Gregory T., Ph.D. (*University of Wisconsin, 2012*), Assistant Professor of Sociology
- Lamb, Charles R., Ed.D. (*Indiana University, 1972*), Professor Emeritus of Education
- *Lambert, Alysia D., Ph.D. (*State University of New York, 2006*), Assistant Professor of Business
- *Lang, W. Christopher, Ph.D. (*University of Oregon, 1986*), Professor of Mathematics
- Lathem, Jennifer L., M.A. (*Indiana State University, 2008*), Lecturer in Geosciences
- Light, Cynthia, M.A. (*Western Kentucky University, 1988*), Senior Lecturer in Mathematics
- Lipinski, Robert A., Ph.D. (*Lehigh University, 2011*), Assistant Professor of Psychology
- *Lippke, Richard L., Ph.D. (*University of Minnesota, 1967*), Professor Emeritus of Theatre
- *Little, Eldon L., Ph.D. (*University of Nebraska—Lincoln, 1981*), Professor of Business
- Lundy, Aaron, M.M. (*Eastman School of Music, 2011*), Lecturer in Music
- Maksl, Adam M., M.A. (*Ball State University, 2012*), Assistant Professor of Journalism
- *Mand, Lawrence R., Ph.D. (*University of Kentucky, 1975*), Professor Emeritus of Computer Science and Vice Chancellor Emeritus of Information Technology and Community Engagement
- *Mann, Susan Garland, Ph.D. (*Miami University—Oxford, 1984*), Professor Emerita of English
- *Manson, Todd M., Ph.D. (*University of South Florida, 2008*), Assistant Professor of Psychology
- Manwani, Ghansham M., M.S. (*University of Louisville, 1993*), Senior Lecturer in Computer Science

- *Mason, Glenn M., Ph.D. (*University of Wyoming, 1987*), Professor of Geosciences
- *Maxwell, Richard H., Ph.D. (*Southern Illinois University, 1969*), Professor Emeritus of Biology
- *McIlvoy, Laura H., Ph.D., R.N. (*Indiana University, 2005*), Associate Professor of Nursing
- *McKay, Marian A., Ed.D., R.N. (*Spalding University, 1998*), Associate Professor of Nursing
- McMahan, Janice S., M.S.N., R.N. (*Spalding University, 1991*), Associate Professor of Nursing
- *McTigue, Thomas M., Ph.D. (*Louisiana State University, 1969*), Professor Emeritus of Spanish
- Medina, Veronica E., Ph.D. (*University of Missouri, 2012*), Assistant Professor of Sociology
- *Meixner, Rebekkah J., M.F.A. (*University of Louisville, 2005*), Associate Professor of Theatre
- *Meredith, Vicki A., D.B.A. (*University of Kentucky, 1985*), Professor Emeritus of Business
- Miller, Phillip E., M.A. (*University of Kentucky, 1993*), Senior Lecturer in Mathematics
- Milliner, Eric J., M.A. (*Western Kentucky University, 2001*), Lecturer in Economics
- *Moffett, Susan P., M.F.A. (*Northern Illinois University, 1977*), Professor of Fine Arts
- *Moody, John C., Ed.D. (*University of Virginia, 1970*), Professor Emeritus of Education
- *Moore, Kate B., M.L.S. (*Indiana University, 2009*), Assistant Librarian
- Morgan, Margot, Ph.D. (*Rutgers University, 2010*), Visiting Assistant Professor
- *Morgan, Robin K., Ph.D. (*Auburn University, 1988*), Professor of Psychology
- *Morganett, L. Lee, Ed.D. (*Indiana University, 1980*), Professor of Education
- *Murray, Gloria J., Ed.D. (*Indiana University, 1982*), Associate Professor of Education
- Musgrove, Carolyn Findley, Ph.D. (*University of Alabama, 2011*), Assistant Professor of Marketing
- *Myers, Judith G., Ph.D., R.N. (*University of Kentucky, 2005*), Associate Professor of Nursing
- *Nassim, Bahman, Ph.D. (*University of Missouri, 1979*), Professor of Chemistry
- *Newman, John H., Ph.D. (*Washington State University—Pullman, 1978*), Professor Emeritus of Sociology
- Nunnelley, Jeanette C., Ed.D. (*University of Louisville, 1986*), Professor Emerita of Education
- O'Neal, J. Thomas, M.A. (*Eastern Michigan University, 1987*), Senior Lecturer in English
- *Patterson-Randles, Sandra R., Ph.D. (*University of Kentucky, 1982*), Professor of English and Chancellor Emerita
- *Perry, Jeffrey, Ph.D. (*Kent State University, 2013*), Assistant Professor of English
- Peters, Curtis H., Ph.D. (*Washington University, 1975*), Professor Emeritus of Philosophy
- Phipps, Gregory, M.A. (*University of Louisville, 1986*), Senior Lecturer in Sociology
- *Pinkston, Gary L., Ed.D. (*University of Minnesota, 1998*), Associate Professor of Education
- *Pittman, Paul H., Ph.D. (*The University of Georgia, 1994*), Professor of Business Administration
- *Podikunju, Shifa, Ph.D. (*University of Florida, 2009*), Assistant Professor of Education Counseling
- *Pooser, Charles L., Ph.D. (*Indiana University, 1997*), Associate Professor of French
- *Rakich, Jonathon S., Ph.D. (*St. Louis University, 1970*), Professor Emeritus of Business Administration
- Raleigh, Elizabeth M., M.F.A. (*University of North Dakota, 1998*), Lecture in Fine Arts
- *Ramachandran, Sridar, Ph.D. (*Wright State University, 2006*), Associate Professor of Informatics
- *Ramey, John W., Ph.D. (*University of Louisville, 2000*), Associate Professor of English
- *Ramsey, Gerald D., Ph.D. (*Purdue University, 1973*), Associate Professor Emeritus of Business Administration
- Ramsey, Ashley K., Ph.D. (*University of Missouri, 2013*), Visiting Assistant Professor of Psychology
- Ramsey, Gerald D., Ph.D. (*Purdue University, 1973*), Associate Professor Emeritus of Business Administration
- Ramsey, Jason A., A.M. (*University of Illinois—Urbana, 2003*), Lecturer in Speech
- *Ranaivo, Patricia, Ph.D. (*University of Memphis, 2013*), Assistant Professor of Analytical Chemistry
- *Rand, Leon, Ph.D. (*University of Texas at Austin, 1958*), Professor Emeritus of Chemistry
- Rausch, Stephen D., Ph.D. (*University of Louisville, 2008*), Lecturer in Economics
- *Reddy, Vijay Krishna, Ph.D. (*Ohio University, 1994*), Professor of Speech Communication
- Reid, Diane S., M.A. (*Western Kentucky University, 1980*), Senior Lecturer in Speech
- *Reid, Jacquelyn C., Ed.D., R.N. (*Indiana University, 1980*), Professor of Nursing
- Reigler, Susan H., M.A. (*Oxford University, 1988*), Lecturer in Biology
- *Reisert, John E., Ed.D. (*Indiana University, 1964*), Professor Emeritus of Education
- Reisz, Elizabeth, M.B.A. (*Yale University, 2011*), Lecturer in Finance
- *Renwick, Galen A., Ph.D. (*University of Missouri, 1971*), Associate Professor Emeritus of Biology
- Reynolds, C. Teresa, M.L.S. (*Brigham Young University, 1981*), Senior Lecturer in English
- *Richardson, F. C., Ph.D. (*University of California—Santa Barbara, 1967*), Professor Emeritus of Biology
- *Ridout, Susan R., Ph.D. (*Indiana University, 1983*), Professor of Education
- Riehm, Rose S., M.A. (*University of Louisville, 1973*), Lecturer in Mathematics
- Roosevelt, Rodney W., Ph.D. (*Southern Illinois University, 2013*), Visiting Assistant Professor of Psychology
- Rosen, C. Martin, M.S. (*University of Illinois—Urbana, 1990*), Associate Librarian
- Rueschhoff, Elizabeth D., Ph.D. (*North Carolina State University, 2011*), Assistant Professor of Biology
- *Rumsey, William D., Ph.D. (*Columbia University, 1981*), Professor Emeritus of Philosophy
- Russell, Diane M., Ph.D. (*University of Louisville, 1997*), Senior Lecturer in English

- Russell, Lisa M., Ph.D. (*University of North Texas, 2011*), Assistant Professor in Business Management
- *Ruth, Gerald D., Ph.D. (*Indiana University, 1971*), Professor of Geosciences
- Ryan, Kathryn J., M.S. (*Indiana University, 1995*), Senior Lecturer in Education
- *Ryan, Kelly A., Ph.D. (*University of Maryland, 2006*), Associate Professor of History
- *Ryan, Walter F., Ph.D. (*Ohio University, 1996*), Associate Professor of Education
- *Salas, Angela M., Ph.D. (*University of Nebraska, 1995*), Professor of English
- *Schansberg, D. Eric, Ph.D. (*Texas A&M University, 1991*), Professor of Economics
- Scott, Valerie B., Ph.D. (*University of Montreal, 1997*), Senior Lecturer in Psychology
- *Segal, Marcia T., Ph.D. (*Indiana University, 1970*), Professor Emerita of Sociology
- *Setterdahl, Aaron L., Ph.D. (*Texas Tech University, 2001*), Associate Professor of Chemistry
- *Shea, Catherine A., Ph.D. (*University of Missouri—Columbia, 1984*), Professor Emerita of Education
- Sheehan, Emily M., M.F.A. (*Minneapolis College of Art and Design, 2011*), Assistant Professor of Fine Arts
- *Shen, Yu, Ph.D. (*University of Illinois—Urbana, 1995*), Professor of History
- *Shi, Dylan, Ph.D. (*University of Illinois—Chicago, 1993*), Associate Professor of Mathematics
- Short, Coyla J., M.S.N., R.N. (*University of Louisville, 1988*), Professor Emerita of Nursing
- Shultz, Gwendolyn J., M.E.D. (*University of Louisville, 2013*), Lecturer in Education
- *Sloss, G. Sam, Ph.D. (*University of Cincinnati, 1983*), Professor Emeritus of Sociology
- *Smead, Rosemarie, Ed.D. (*Auburn University, 1981*), Professor Emerita of Education
- *Squires, Frances H., Ph.D. (*The Ohio State University, 1977*), Associate Professor Emerita of Education
- *Srinivasan, Arun K., Ph.D. (*University of Kentucky, 2004*), Assistant Professor of Economics
- Stallard, Donna L., M.F.A. (*University of Dallas, 1994*), Senior Lecturer in Fine Arts
- *Staten, Clifford L., Ph.D. (*University of North Texas, 1987*), Professor of Political Science and International Studies
- *St. Clair, James E., M.A. (*Indiana University, 1990*), Professor Emeritus of Journalism
- *Stem, Erich H., D.M. (*University of Maryland, 2003*), Associate Professor of Music
- *Suleiman, Louise F., Ed.D., R.N. (*Boston University, 1974*), Associate Professor Emerita of Nursing
- *Sung, Chang Oan B., Ph.D. (*University of Wyoming, 2004*), Associate Professor of Computer Science
- Swanson, Donald F., Ph.D. (*University of Florida, 1960*), Professor Emeritus of Economics and Business Administration
- *Sweigart, William E., Ph.D. (*Stanford University, 1988*), Associate Professor of English
- Taurman, Kenneth R., J.D. (*University of Louisville, 1979*), Senior Lecturer in Business
- *Taylor, David W., Ph.D. (*University of Connecticut, 1987*), Professor of Biology
- *Thackeray, Frank W., Ph.D. (*Temple University, 1977*), Professor Emeritus of History
- *Thompson-Book, Barbara C., Ph.D. (*University of Arizona—Tucson, 1993*), Associate Professor of Education
- *Tippog, Manuel A., Ph.D. (*Louisiana State University, 1974*), Professor of Accounting
- Totten, Nancy T., M.S. (*University of Kentucky, 1972*), Associate Librarian Emerita
- *Treves, David B., Ph.D. (*University of Michigan, 1998*), Associate Professor of Biology
- *Trout, Andrew P., Ph.D. (*University of Notre Dame, 1968*), Professor Emeritus of History
- Vernia, Mildred A., M.B.A. (*Bellarmine College, 1989*), Senior Lecturer in Mathematics
- Viner, V. Leigh, Ph.D. (*Duquesne University, 2002*), Senior Lecturer in Philosophy
- Voelker, Kathleen E., M.B.A. (*Indiana University, 2001*), Lecturer in Marketing
- Voigt, Tamara O., M.A. (*Western Kentucky University, 2008*), Lecturer in Communication Studies
- *Waingeh, Victor F., Ph.D. (*University of North Dakota, 2008*), Assistant Professor of Chemistry
- *Wall, Guy O., Ed.D. (*West Virginia University, 1975*), Professor Emeritus of Education
- Walsh, Sara M., Ph.D. (*Indiana University, 2011*), Assistant Professor of Criminal Justice
- Weaver, Elizabeth A., Ph.D. (*University of Kentucky, 2012*), Assistant Professor of Mathematics
- Wells, Jeremy D., Ph.D. (*University of Michigan, 2000*), Assistant Professor of English
- Wells-Freiberger, Linda D., B.S.N. (*Indiana University, 1982*), Visiting Assistant Professor
- *Wert, Joseph L., Ph.D. (*University of Cincinnati, 1998*), Associate Professor of Political Science
- Wesley, Tymika N., Ed.D. (*California Lutheran College, 2012*), Assistant Professor of Education
- *White, A. Jay, Ph.D. (*University of Mississippi, 1996*), Associate Professor of Business Administration
- White, Pamela P., M.S.N. (*University of Cincinnati, 1980*), Lecturer in Nursing
- *Whitesell, Marilyn C., M.F.A. (*Indiana University, 1975*), Associate Professor of Fine Arts
- *Wilhelm, Morris M., Ph.D. (*Columbia University, 1969*), Professor Emeritus of Political Science
- *Wille, Diane E., Ph.D. (*Wayne State University, 1987*), Professor of Psychology
- *Wisman, Raymond F., M.S. (*University of Louisville, 1985*), Associate Professor of Computer Science
- *Woepfel, James J., Ph.D. (*University of Illinois—Urbana, 1970*), Professor Emeritus of Mathematics
- *Wolf, Thomas P., Ph.D. (*Stanford University, 1967*), Professor Emeritus of Political Science
- *Wong, Alan S., Ph.D. (*North Texas State University, 1986*), Professor of Business Administration

- *Woodward, Lucinda E., Ph.D. (*University of Louisville, 2009*), Assistant Professor of Psychology and International Studies
- *Wrzenski, Rhonda L., Ph.D. (*Louisiana State University, 2010*), Assistant Professor of Political Science
- *Wyandotte, Annette M., Ph.D. (*Ball State University, 1991*), Professor of English
- Zimmerman, Harold C., Ph.D. (*Indiana University, 2013*), Visiting Assistant Professor of English
- Zimmerman, Michele R., Ph.D. (*University of Louisville, 2001*), Senior Lecturer in Biology
- Zink, Amy E., M.A. (*Miami University—Oxford, 1992*), Senior Lecturer in Spanish
- *Zorn, Christa, Ph.D. (*University of Florida—Gainesville, 1994*), Professor of English

Adjunct Faculty

- Alberts, Katherine, M.A. (*University of Kentucky, 20120*), Adjunct Lecturer in Music
- Allen, Suzanne P., M.B.A. (*Indiana University, 2012*), Adjunct Lecturer in Business
- Amend, J. Jerome, M.M. (*University of Louisville, 1974*), Adjunct Lecturer in Music
- Anderson, Natalie G., M.S. (*Indiana Wesleyan University, 2010*), Adjunct Lecturer in Speech
- Andrade Carlson, Mary, M.S. (*University of Kansas, 2009*), Adjunct Lecturer in Business
- Androit, Angie L., M.A. (*Ball State University, 2009*), Adjunct Lecturer in Sociology
- Asher, Phillip G., M.A. (*Indiana University, 1973*), Adjunct Lecturer in Geosciences
- Barnes, Brian G., M.A. (*University of Louisville, 1997*), Adjunct Lecturer in Philosophy
- Barnes, Jeffrey S., M.S. (*University of Louisville, 1994*), Adjunct Lecturer in Computer Science
- Barnfield, Cory S., M.S. (*Indiana University, 2010*), Adjunct Lecturer in Music
- Bates-Greenman, Carolyn V., M.A. (*Webster University, 2013*), Adjunct Lecturer in Informatics
- Batman, Kevin J., M.S. (*University of Louisville, 2004*), Adjunct Lecturer in Computer Science
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