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

Indiana University Southeast Administrators
Debbie L. Ford , Ed.D., Chancellor

- Uric Dufrene, Ph.D., Interim Executive Vice Chancellor for Academic Affairs
- Joe Glover, M.B.A., CFRM, CFRE, Vice Chancellor for University Relations
- Ashley M. McKay, CPA, Vice Chancellor for Administration and Finance
- Nick Ray, B.S., Regional Chief Information Officer, Information Technology
- Amanda Stonecipher, M.A., Vice Chancellor for Student Engagement
- James J. Wilkerson, J.D., Director of Staff Equity and Diversity and Deputy Title IX Coordinator
- Amanda Dailey-Weaver, Interim Director of Athletics

Uric Dufrene, Ph.D., Interim Executive Vice Chancellor for Academic Affairs

- Faye Camahalan, Ph.D., Dean, School of Education
- Jeri Nichole Crawford, B.A., Director, Student Central
- Donna J. Dahlgren, Ph.D., Associate Vice Chancellor of Academic Affairs
- Rebekah Dement, Ph.D., Director, Honors Program
- Samantha Earley, Ph.D., Director, First Year Seminar Program
- David Eplion, Ph.D., Dean, School of Business
- Melissa S. Fry, Ph.D., Director, Community Engagement and Applied Research & Education Center
- Pamela L. Connerly, Ph.D., Dean, School of Natural Sciences
- Lisa Hoffman, Ph.D., Inrterim Associate Vice Chancellor of Academic Affairs-Enrollment Services
- Meghan C. Kahn, Ph.D., Dean, School of Social Sciences
- Barbara Kutis, Ph.D., Dean, School of Arts and Letters

- Gregory Kordsmeier, Ph.D., Director, Institute for Learning and Teaching Excellence
- Julia Mattingly, DNP, Dean, School of Nursing
- James H. McTyier, J.D., Registrar
- Ryan T. Norwood, M.S., Director, Student Success Center
- Kirk Randolph, M.S., Director, Paul W. Ogle Cultural and Community Center
- Ron Severtis, M.A., Director, Institutional Effectiveness
- Matthew Springer, M.A., Coordinator, Office of Disability Services
- Rebecca Turner, M.Ed., Director, Advising
- Sara Walsh, Ph.D., Director, Master of Interdisciplinary Studies Program
- Kate B. Ziady, MLIS., Director, Library Services

Ashley McKay, CPA, M.B.A., Vice Chancellor for Administration and Finance

- Stephanie Chastain, B.S., Interim Accounting Lead
- Julie Ingram, A.S., Director, Conference and Dining Services
- Stephen Miller, B.S., Chief of Police and Security
- Rob Poff, M.S., Executive Director, Facility Operations
- Tammy Royse, Team Lead, Human Resources
- Sarah Ruff, M.B.A., Interim Accounting Lead
- Christine Thompson, M.B.A., Coordinator, Parking Operations

Joe Glover, M.B.A, CFRM, CFRE, Vice Chancellor for University Relations

- Jean Borger, Coordinator, Corporate and Foundation Grants
- David DeWitt, M.B.A., Director, Development and Annual Giving
- Megan Kaelin Hicks, Coordinator, Events and Projects
- Nancy Jo Trafton, B.S., Director, Marketing and Communication

Amanda Stonecipher, M.A., Vice Chancellor for Student Engagement

- Seuth Chaleunphonh, Ph.D., Dean of Campus Life
- Christopher Crews, M.S., Director of Admissions and Recruitment
- Michael A. Day, Psy.D., HSPP, Director of Counseling and Psychological Services
- Abbie E. Dupay, M.A., Director of Housing and Residence Life
- Jennifer Shelley, M.B.A., Director of Financial Aid

Nick Ray, B.S.,Regional Campus Chief Information Officer

- Steve Bennison, Director, IT Support Services
- Danny Clements, Associate Director, IT Support Services
- Lee Staton, B.S., Executive Director of Information Technology

About IU Southeast

Indiana University Southeast, a regional campus of Indiana University, is a four-year, public, comprehensive

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

Founded in 1941, it provides high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and that contribute to the intellectual, cultural, and economic development of our region.

IU Southeast draws students primarily from 11 counties in its Southern Indiana service area, as well as from seven counties in the Louisville metro area of Kentucky, who qualify for in-state tuition. The university boasts more than 35,000 alumni, most of whom continue to live and put their degrees to work throughout the region.

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 learning and prepare graduates for productive citizenship in a diverse society and contributes 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. Since 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, social sciences, 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 five sessions: fall and spring semesters of 15 and 8 weeks each, two six-week summer sessions, and a winter session of three weeks. 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. Online classes are also available across degree programs.

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
- 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 (ACES), located in University Center South 106.

*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 (see also: Student Central)
Admissions, Office of University Center 102
Adult Student Center Programs and Services, University Center South 206
Advancement, Alumni, and External Affairs University Center South 155
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 & Mentoring Center University Center South 106

Chancellor University Center South 156

Chief Information Officer Knobview Hall 014

Crimson Card (Student, Faculty, Staff ID Card) IT Help Desk, University Center South 212

Counseling Counseling and Psychological Services, University Center South 207

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 (*see also*: Student Central)

First Aid University Police, University Center 027

Honors Program Knobview 235

Horizon Radio University Center 026

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 236

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 Resourses, University Center South

Parking Permits Parking Operations, University Center South 232

Payments and Refunds Student Central, University Center South 103

Police University Police, University Center 027

Records Grades, insurance certification for students in good standing, name and address changes, transcripts, Student Central, University Center South 103

Registrar University Center South 107 (see also: Student Central)

Residence Life and Housing Meadow Lodge 103

Room Reservations (non-classroom space) Dining & Conference Services, University Center South 125

Room Reservations (class room space) Registrar, University Center South 107

Schedule Changes Drop and add, withdrawal forms, Student Central, University Center South 103

Student Central, First stop for students with Bursar, Financial Aid or Registrar/Records questions, University Center South 103

Student Success Center Placement testing, tutoring, Supplemental Instruction, University Center South 203

Student Employment Career Development Center, University Center South 106

SGA Senators University Center South 024

Student Government Association University Center South 014

Student Health Insurance, coverage available while enrolled University Human Resources

Student Newspaper Horizon, University Center South 020

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

Veterans Information Veterans Services, University Center South 201

Vice Chancellor for Administrative Affairs University Center South 156

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

Vice Chancellor for Advancement, Alumni, and External Affairs University Center South 155

Writing Center Library 330

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 Team

Members:

- Dr. Debbie Ford, Chancellor
- Dr. Michelle Williams, Associate Vice Chancellor for Academic Affairs
- Donna Dahlgren, Associate Vice Chancellor for Academic Affairs
- Chrisopher Proctor II, Coordinator of Access Services-Library, Accreditation Project Manager
- Ron Servertis, Director of Office of Institutional Effectiveness
- Robin Morgan, Professor of Psychology
- Lisa Hoffman, Dean for Graduate Studies and Research
- Joe Wert, President of Faculty Senate
- Ashely McKay, Vice Chancellor for Administrative Affairs
- Greg Kordsmeier, Director of ILTE

The committee is charged with preparation for the next accreditation review, which will occur in 2023-2024.

Timeline

IU Southeast has chosen the Open Pathway option for accreditation review. The Year 4 Comprehensive Evaluation will occur in 2023-2024.

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
- https://www.ius.edu/accreditation/files/iu-southeast-final-team-report.pdf?20191023

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

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

At IU Southeast, you get all of the benefits of being an IU student, and the personal attention of a smaller campus. Our focus is different at IU Southeast; our focus is on you. We will help you earn your degree and expand your opportunities. We will help you surpass your own expectations and reach your true potential.

Your first step to becoming an Indiana University Southeast student is to complete the necessary application materials. The Admission Office processes all undergraduate applications for new and returning students, assists students in transferring from other institutions, coordinates dual credit programs with high schools, and partners with local community colleges to develop articulation agreements. You are invited to visit our campus, meet with an admission counselor, and tour our beautiful 177 acre campus.

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 policy, IU Southeast supports and complies with Affirmative Action regulations.

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. 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 state-issued high school equivalency diploma, 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 may choose to have standardized test scores (defined as those from the SAT or ACT) considered in their admission decision. Standardized test scores may be used to elevate an applicant for consideration, but would not otherwise penalize the applicant.

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 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. The admission decision will be based on the high school course work 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 state-issued high school equivalency diploma must present a 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 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

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 to meet admission standards for first-year students. Official high school transcripts and a letter of recommendation from the high school guidance counselors, including the course in which the students intend to enroll, are required. Pre-requisites and other academic policies apply.

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. All military coursework should come to IU Southeast through a Joint Services Transcript (JST). This is all that is needed for transfer credit to be reviewed. You can locate the JST information here: Joint Services Transcript.

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 pubic 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 qulaifying 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
- Student Central
- Past Due Accounts
- Payment Options
- Reciprocity between Indiana and Kentucky
- Refunds
- Refunds - Fee Appeals
- Rules Determining Resident and Nonresident Student Status
- Tuition and Fees

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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 Student Central 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 with credit cards, debit cards, or electronic check. Payments can be made in person with check or cash.

- **Payment Plans -** IU partners with Nelnet Campus Commerce to let you pay your balance over time with a payment plan. This option allows you to pay off your account in up to four payments over the term, depending on when you enroll in the payment plan. Please consult the Student Central website for more information.
- **Sponsors -**
  - **Voucher -** Students can upload 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. Request employer deferment online.
- **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.

Please visit the Student Central website for the most recent information on payment options.

Repricocity between Indiana and Kentucky

A tuition reciprocity agreement between Indiana and Kentucky permits eligible residents of Bullitt, Henry, Jefferson, Meade, Oldham, Shelby, Spencer, and Trimble counties in Kentucky to enroll at IU Southeast at resident tuition rates. The Indiana-Kentucky Reciprocity Agreement, current version in effect until June 2025, defines the rules for determining residency status for residents of qualifying Kentucky counties. Generally students must present proof they are "legal residents" of a qualifying county to gain the reciprocity benefit.

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 Student Central 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. Please see Student Central in Univiersity Center South, Room 103 or email them at sesc@ius.edu for the fee appeal link.

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 Student Central for more information.

Tuition and Fees
Estimated Costs

Please visit the Student Central 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.

Schedule

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

- Please visit the Student Central website to determine current fees.
- Tuition and fee due dates are posted on the Student Central 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.

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.

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, free laundry facilities, 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 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 Director of Recruitment and Admissions may admit a bachelor's degree holder to candidacy for a second bachelor's degree. 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."

Undergraduate Studies

Academic Programs – General Information
Indiana University Southeast has seven undergraduate degree-granting academic units: School of Arts and Letters; School of Business; School of Education; School of Natural Sciences; School of Nursing; School of Social Sciences; and General Studies. In addition, IU Southeast has an Honors Program for highly motivated students.

Within the undergraduate schools are the academic departments, offering major and minor programs. The "List of Academic Degrees" section of this bulletin provides a list of degrees and majors offered at IU Southeast. Descriptions appear elsewhere in the Bulletin.

Purpose and Philosophy
The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly changing society. We believe that the best education is one that provides not only specific knowledge and skills but also intellectual breadth. Such an education enables students to develop into well-rounded human beings who can provide the leadership their communities need in an era of rapid change. We embrace the notion of a set of common goals for an undergraduate education at IU Southeast and recognize that the means of attaining those goals will vary among degree programs. The coherence of an IU Southeast education lies more in the pursuit of common goals than in the completion of common courses. The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus all faculty members foster both the breadth and the depth of the education of all students in their courses.

Common Goals
These are primarily the goals of general education.

1. To develop essential skills, including:

    *   Written and oral communication skills
    *   Quantitative reasoning
    *   Reasoning about moral and ethical questions and diversity
    *   Critical Thinking
    *   Information literacy

2. To understand humanity and the world through the central ideas, issues, and methods of inquiry found in the arts and humanities, the natural and physical sciences, and the social and behavioral sciences.

These are primarily the goals of the major:

1. To acquire a depth of knowledge in a specified area of study.

2. Within the context of a specified area of study, to reason, to think both critically and creatively, and to solve problems.

The faculty have approved specific learning outcomes for each of the general education goals. These outcomes can be found at https://www.ius.edu/general-education/.

General Requirements for Undergraduate Degrees

*   Bulletin Year and Student Degree Requirements
*   First-Year Seminars
*   Declaring a Major(s)
*   Minors & Certificates
*   General Education Core for All IU Southeast Baccalaureate Degrees
*   General Education List of Courses

- Specific Limitations for All Undergraduate Degrees

Bulletin Year and Student Degree Requirements

This *Bulletin* states the general degree and major requirements for students who enter the university beginning in the fall semester of 2023 through the summer terms of 2024. Students can expect to follow degree and major requirements as stated in the *Bulletin* that is current at the time of his or her admission to the University. However, should a student change degrees and/or majors during his or her time at Indiana University Southeast, the student will follow the requirements in the *Bulletin* which is current at the time of the change. Students should note that the requirements for degree programs that lead to professional certification may change to stay current with certification requirements. Every effort is made to notify students of such changes.

Students who leave the university for two consecutive academic semesters or more (not including summer semesters) are expected to meet the degree and major requirements that are in effect when they resume their studies.

First-Year Seminars

First Year Seminar (FYS) is a one credit course required of all first year students. This course is designed to maximize students' success in transitioning to college. Course content includes: academic and student resources, study habit techniques, time management skills, educational planning, and adjustment concerns. There are two types of FYS courses. The first type is taken in tandem with a general education course that a first year student typically takes, making it a 4 credit hour class. Students choosing this option should take the FYS course in conjunction with a major-specific area course or an area of interest. The second type is a stand-alone FYS course which is a one credit hour class that is offered during the first 7 weeks of the semester. It is best to take the FYS course during your first college semester at IU Southeast.

Since Fall 2002, All degree-seeking students entering IU Southeast who are new college students or who have fewer than 30 semester hours of transfer credit must pass one First-Year Seminar course. Students who are required to take a First-Year Seminar and do not pass one before reaching sophomore status (30 semester hours) will not be able to register or receive certified records without special authorization from the First-Year Seminar director.

Questions should be addressed to Dr. Donna Dahlgren, director, Crestview 032; phone (812) 941-2682; email ddahlgr@ius.edu

Declaring a Major

All degree-seeking students must declare a major. It is highly recommended that a major be declared within the first 30 credit hours of course work, if one is not chosen prior to entering the University. Students may declare their major online at https://gus.ius.edu/mymajor/ or by contacting an Academic Advisor for the school in which their intended major resides.

Double Degree

Students may simultaneously earn two different degrees (e.g., B.A. and B.S. or B.S. and B.S.). Such a double degree can be obtained by completing all requirements for each of the two degrees. Students must have a declared major for each degree and must have an advisor for each degree.

Minors

Students completing an IU Southeast degree may concurrently complete a minor in an academic discipline or an interdisciplinary field. A minor is a second field of study taken along with a major that may widen the primary area of interest or increase career opportunities. Taking a minor is optional. Requirements for specific minors are described in each school's academic section of this Bulletin.

Minors typically require between 15 and 29 credit hours and permit students to enrich and diversify their academic programs. Students declare their minors to the school office of their major, or may use the Update My Major online tool to declare. The minor(s) will be indicated on student's transcript upon conferral of the bachelor's degree, but do not appear on the student's diploma.
  Minors may only be attached to Bachelor's degrees. Additional minors cannot be added once a Bachelor's degree is conferred. Interested students should keep these restrictions in mind:

- A student may not earn a major and a minor in the same discipline.
- Students must obtain a minimum cumulative program grade point average of 2.0 across all courses required in a minor. Some departments may have additional GPA requirements. Consult your academic advisor for more information.
- Generally, students must achieve a minimum grade of C- to have a course count towards their minor. Some departments may have additional grade requirements. Exceptions may be made by the faculty of the discipline offering the minor. Consult your academic advisor for more information.

Certificates

IU Southeast offers several certificates which typically require between 18 and 29 credit hours. Some certificates can be completed as stand alone, while others must be completed in the context of pursuing a Bachelor's degree.

Students wishing to pursue a certificate should declare the certificate to the unit from which it is offered, or may use the online Update My Major tool to declare. Requirements for specific certificates are described in each schools' academic section of this Bulletin. Interested students should keep these restrictions in mind:

- Students must obtain a minimum program grade point average of 2.0 across all courses included in a certificate. Some departments may have additional GPA requirements. Consult your academic advisor for more information.
- Generally, students must achieve a minimum grade of C- to have a course count towards their certificate. Some departments may have additional grade requirements. Exceptions may be made by the faculty of the discipline offering the certificate. Consult your academic advisor for more information.

- Residency Requirement: Students must complete 50% of the required credit hours for a certificate in residence at IU Southeast. Some departments may have additional residency requirements. Consult your academic advisor for more information.
- Minors may not attach to Certificates, only Bachelor's degrees.

Students should also be aware that minors and certificates will not certify education graduates to teach in the subject area.

Students should consider pursuing minors or certificates that will be complimentary to their respective major programs, and offers a credential that will enhance their career preparation.

General Education Core for All IU Southeast Baccalaureate Degrees

In 2012, Indiana enacted Senate Enrolled Act 182, thereby establishing the requirements for a Statewide Transfer General Education Core of at least 30 credit hours. The statute states that the Core must be based upon a set of competencies (stated below) in areas agreed upon by the state educational institutions.

Effective Fall 2013, IU Southeast instituted the updated Statewide Transfer General Education Core for all incoming students. General education at IU Southeast includes campus-wide requirements, which apply to all baccalaureate degrees, and requirements that are specific to each degree. Some degrees have extensive general education requirements of their own, whereas others have relatively few requirements beyond those established by the campus.

The purpose of this section is to describe the campus-wide general education program and its requirements. Requirements that are specific to each degree are set out in the section that describes that degree.

In many cases, a requirement states that students must choose courses from a list of approved courses. Students should consult their advisors or visit https://www.ius.edu/general-education/ for the most up-to-date list of approved courses.

1. Written Communication (6 credit hours)
Students are required to take ENG-W 131 (Reading, Writing, & Inquiry I) or HON-H 103, and one second level course, selected on the basis of their major, from the list of approved courses. Students should consult with their advisor to determine which second course is appropriate for their intended major.

- **Placement in English Composition** In order to enter ENG-W 131, a student must first complete the Writing Placement process administered by the Student Development Center. On the basis of the results, the student will be placed in the appropriate writing course. The placement process is administered throughout the year and by appointment. Students must pass ENG-W 131 with a grade of C or higher.
- **Exemption** Students who desire an exemption with or without credit from ENG-W 131 should consult the Writing Program Coordinators. All requests for exemption and credit for this course should be made

within the student's first 30 credit hours of course work at Indiana University Southeast.

2. Oral Communication (3 credit hours)
Students are required to complete one course from the list of approved courses.

3. Quantitative Reasoning (3 credit hours)
Students are required to complete one course from the list of approved courses.
Note: Degree programs vary significantly in the level of mathematical preparation they require for successful completion. Students should take this into consideration when choosing courses to meet this requirement.

- **Placement** In order to enter a mathematics course, a student must first take a placement test, administered by the Student Development Center. On the basis of this score, the student will be placed in a course that best matches his or her knowledge of mathematics. The test is given throughout the year and by appointment.
- **Exemption** A student may achieve exemption from the mathematics requirement by earning a sufficiently high score, as determined by the mathematics faculty, on the ACT or Scholastic Achievement Test (SAT), or by testing out of the appropriate class. For more information, see the dean of natural sciences.

4. Information Literacy Library Instruction (1 credit hour)
Students are required to take COAS-S 104, First-Year Seminar.

5. Central Ideas, Issues, and Methods of Inquiry (11 total credit hours)
- Students are required to take one course in either the Humanities or the Arts from the list of approved courses in those disciplines (3 credits).
- Students are required to take one course, with a lab component, from the list of approved courses in the Natural and Physical Sciences. In some instances, a student may use separate lecture and lab classes to meet this requirement; consult your advisor for more information (5 credits).
- Students are required to take one course from the list of approved courses in the Social and Behavioral Sciences (3 credits).

6. Additional Arts, Humanities, Social/Behavioral Science requirement (3 credit hours)
Students are required to complete one course from the list of approved courses. The course chosen cannot be from the same discipline as any of the courses chosen in item 5 (above).

7. Reasoning about Moral and Ethical Issues or Diversity (3 credit hours)
Students are required to complete one course from the list of approved courses.

General Education List of Courses
The following describes the general education requirements for all IU Southeast baccalaureate degrees for students who enter the university in the Fall 2013 semester and after. Students who entered the university prior to Fall 2013 have the option to use the requirements

below with the approval of their academic advisor. Care should be taken to document approval for students who change to the new requirements.

*Note: Courses may appear under more than one General Education Requirement, but these courses can only be used to satisfy one General Education Core requirement.

- **Information Literacy Library Instruction (Choose one course)**
    - COAS-S 104 First Year Seminar (for new students)
    - COAS-S 154 Pathways (for students exempt from First Year Seminar)
    - HON-H 215 Introduction to Honors Research (for Honors students exempt from First Year Seminar)

- **Written Communications I (Choose one courses, grade of C or better required)**
    - ENG-W 131 Reading, Writing, and Inquiry I
    - HON-H 103 Honors Seminar: Common Intellectual Experience I

- **Written Communication II (Choose one course)**
    - ENG-W 231 Professional Writing Skills
    - ENG-W 234 Technical Report Writing
    - ENG-W 250 Writing in Context
    - ENG-W 270 Argumentative Writing
    - ENG-W 290 Writing in the Arts & Sciences
    - ENG-W 315 Writing for the Web
    - ENG-W 350 Advanced Expository Writing
    - ENG-W 420 Argumentative Writing
    - JOUR-J 200 Reporting, Writing, & Editing I
    - PSY-P 342 Research & Quantitative Methods in Psychology II
    - SOC-S 260 Intermediate Sociological Writing

- **Oral Communication (Choose one course)**
    - BUS-C 104 Business Presentations
    - COMM-S 121 Public Speaking
    - HON-H 104 Honors Seminar: Common Intellectual Experience II
    - PHIL-P 113 Introduction to Debate, Argument & Persuasion

- **Quantitative Reasoning (Choose one course)**
    - MATH-A 118 Finite Mathematics for the Social & Biological Sciences
    - MATH-K 300 Statistical Techniques for Health Professions
    - MATH-M 110 Excursions in Mathematics
    - MATH-M 114 Quantitative Literacy II
    - MATH-M 118 Finite Mathematics
    - MATH-M 119 Brief Survey of Calculus I
    - MATH-M 122 College Algebra
    - MATH-M 125 Pre-Calculus Mathematics
    - MATH-M 129 Business Algebra and Applications
    - MATH-M 215 Analytic Geometry & Calculus I
    - MATH-T 101 Mathematics for Elementary Teachers I

- **Ethical Reasoning (E)/Diversity (D) (Choose one course)**

- AFRO-A 169 Introduction to Afro American Literature (D)
- AFRO-A 249 African American Autobiography (D)
- COMM-S 122 Interpersonal Communication (D)
- EALC-E 165 Introduction to Contemporary Japan (D)
- EDUC-M 300 Teaching in a Pluralistic Society (D)
- ENG-L 207 Women and Literature (D)
- ENG-L 230 Introduction to Science Fiction (D)
- FINA-A 150 African, New World, and Oceanic Art (D)
- GEOG-G 201 World Regional Geography (D)
- GNDR-G 101 Gender, Culture, and Society (D)
- HIST-F 100 Issues in Latin American History (D)
- HIST-G 100 Issues in Asian History (D)
- HON-H 103 Honors Seminar: Common Intellectual Experience I (D)
- INTL-I 100 Introduction to International Studies (D)
- PHIL-P 100 Introduction to Philosophy (E)
- PHIL-P 140 Introduction to Ethics (E)
- PHIL-P 170 Introduction to Asian Philosophy (D)
- POLS-Y 105 Introduction to Political Theory (E)
- POLS-Y 107 Introduction to Comparative Politics (D)
- POLS-Y 109 Introduction to International Relations (D)
- SOC-S 163 Social Problems (D)

- **Arts (A)/Humanities (H) (Choose on course)**
    - FINA-F 100 Fundamental Studio Drawing (A)
    - FINA-H 100 Art Appreciation (A)
    - FINA-N 110 Introduction to Studio Art (A)
    - MUS-M 174 Music for the Listener (A)
    - MUS-T 109 Rudiments of Music I (A)
    - THTR-T 105 Theatre Appreciation (A)
    - THTR-T 120 Acting I (A)
    - AFRO-A 169 Introduction to Afro American Literature (H)
    - EALC-E 100 East Asia: An Introduction (H)
    - ENG-L 101 Western World Masterpieces I (H)
    - ENG-L 102 Western World Masterpieces II (H)
    - ENG-L 104 Introduction to Fiction (H)
    - ENG-L 352 American Literature 1865-1914 (H)
    - ENG-W 206 Introduction to Creative Writing (H)
    - FINA-A 101 Ancient & Medieval Art (H)
    - FINA-A 102 Renaissance through Modern Art (H)
    - HUMA-U 101 Introduction to Humanities (H)
    - HUMA-U 102 Introduction to Modern Humanities (H)
    - PHIL-P 100 Introduction to Philosophy (H)
    - PHIL-P 140 Introduction to Ethics (H)

- **Natural Sciences (Choose one lecture [LE] and one associated lab [LA] OR one lecture/lab [LL] combo)**

- BIOL-L 100 Humans & the Biological World (LL)
- BIOL-L 101 Introduction to Biological Sciences I (LL)
- BIOL-L 102 Introduction to Biological Sciences II (LL)
- CHEM-C 101 Elementary Chemistry I (LE)
- CHEM-C 121 Elementary Chemistry I Lab (LA)
- CHEM-C 102 Elementary Chemistry II (LE)
- CHEM-C 122 Elementary Chemistry II Lab (LA)
- CHEM-C 104 Physical Sciences & Society (LL)
- CHEM-C 105 Principles of Chemistry I (LE)
- CHEM-C 125 Experimental Chemistry I (LA)
- GEOG-G 107 Physical Systems of the Environment (LE)
- GEOG-G 108 Physical Systems of the Environment Lab (LA)
- GEOL-G 100 Earth Science: Geologic Aspects (LL)
- PHYS-P 100 Physics in the Modern World (LL)
- PHYS-P 201 General Physics I (LL)
- PLSC-B 101 Plant Biology (LL)
- Students should make every effort to complete a lecture and associated lab; however, the following courses are approved as stand-alone courses and may be combined to meet the 5 credit hour requirement with your advisor's approval. Prerequisites may apply.
    - AST-A 100 The Solar System (LE)
    - BIOL-L 100 Humans & the Biological World (LE)
    - CHEM-C 100 The World as Chemistry (LE)
    - CHEM-C 126 Experimental Chemistry II Lab (LA)
    - GEOL-G 180 Dinosaurs (LE)
    - PHYS-P 120 Energy & Technology (LE)

- **Social & Behavioral Sciences (Choose one course)**
    - ECON-E 101 Survey of Economic Issues & Problems
    - ECON-E 201 Intro. to Microeconomics (Replaced ECON-E 150 Introduction to Economics as of Spring 2015)
    - GEOG-G 110 Introduction to Human Geography
    - HIST-H 101 The World in the 20th Century
    - HIST-H 103 Europe: Renaissance to Napoleon
    - HIST-H 104 Europe: Napoleon to Present
    - HIST-H 105 American History I
    - HIST-H 106 American History II
    - HIST-H 243 Environmental History
    - JOUR-C 200 Introduction to Mass Communications
    - POLS-Y 103 Introduction to American Politics
    - POLS-Y 107 Introduction to Comparative Politics
    - POLS-Y 109 Introduction to International Politics
    - PSY-B 310 Life Span Development

- PSY-P 101 Introduction to Psychology I
- PSY-P 102 Introduction to Psychology II
- SOC-S 163 Social Problems

General Education Additional Requirement

Students must choose an additional course from either Arts/Humanities or Social & Behavioral Sciences. The course chosen cannot be from the same discipline as any of the courses chosen to meet the aforementioned Arts/Humanities or Social & Behavioral Science requirements.

Specific Limitations for All Undergraduate Degrees

- Courses taken on the Pass/Fail option can be applied only as electives in meeting degree requirements.
- No more than 64 credit hours earned in accredited junior colleges may be applied toward a bachelor's degree.
- Course work for a degree must usually be completed within 10 years following the time the student first registers in the university. Students returning for a second undergraduate degree or after an extended absence will usually be governed by the requirements stated in the Bulletin in effect when they re-enroll. Exceptions may be granted by the appropriate school or division dean in consultation with the student's academic advisor.
- Degree candidates must have all course credit hours (except for the credit hours for the current semester) on record at least six weeks before the degree is conferred.
- Students must file their application for a degree in the school or division office at least one month prior to the graduation date. However, for May and August candidates to be included in the Commencement program, degree applications must be filed before March 1.

Bachelor of Science Degree Requirements

- General Rules
- Major Requirements

General Rules

- A minimum of 120 credit hours is required for graduation.
- Students are required to complete a minimum of 30 credit hours in courses at the 300-400 level. Courses used to meet this requirement may be from any department.
- Residency Requirement: Every B.S. degree candidate must complete no fewer than 26 credit hours of course work in the senior year in residence at IU Southeast and no fewer than 10 credit hours of course work in the major field of study at IU Southeast.. Some departments may have specific residency requirements for their majors in addition to this policy.
- The degree candidate must have a minimum cumulative grade point average (GPA) of 2.0 (C).
- A minimum grade of D- counts as passing for the General Education Requirements if the course was

taken at an IU campus (*Note: ENG-W 131 must be completed with a C or higher for all degrees*). Some departments may have higher grade requiremetns for specific General Education Courses.

- Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C-). The Office of Admissions handles the assessment of transfer courses.
- Student development courses such as MATH-M 005, ENG-W 100, and EDUC-X 150 do not count toward the 120 credit hours required for graduation.
- If a student passes the same course more than once, it can count only once toward graduation, unless the Bulletin specifically states that the course may be repeated for credit.

Note: The transcript may not indicate how many credit hours have been earned toward graduation. It gives the "IU GPA credit hours," which may include failed courses and repeated courses. The transcript also indicates "total IU credit hours passed," but this may include student development courses.

Major Requirements

Students must complete requirements for a specific major, which must total no fewer than 25 credit hours. The specific requirements a student must fulfill for the major are those published in the IU Southeast Bulletin current at the time the student declare the major.

Only minimum grades of C- may be counted toward this requirement, although courses with lower passing grades may count toward the 120 credit hour requirement. Note that some programs require minimum grades of C in major courses.

Some courses required for the major may "double dip" with General Education courses, as long as the minimum number of credit hours for the degree is met. When "double dipping" major courses and General Education courses, the minimum grade required is the higher of the two (typically C- or higher).

Bachelor of Arts Degree Requirements

- General Rules
- BA Foreign Language Requirement
- BA Distribution Requirements
- Major Requirements
- Double Major
- Certification to Teach

General Rules

- A minimum of 120 credit hours (at least 130 credit hours if also seeking teacher certification) is required for graduation.
- Students are required to complete a minimum of 30 credit hours in courses at the 300-400 level. Courses used to meet this requirement may be from any department.
- Residency Requirement: Every B.A. degree candidate must complete no fewer than 26 credit hours of course work in the senior year in residence at IU Southeast, and no fewer than 10 credit hours of course work in the major field of study at IU

Southeast. Some departments may have specific residency requirements for their majors in addition to this policy.

- The degree candidate must have a minimum cumulative grade point average (GPA) of 2.0 (C).
- A minimum grade of D– counts as passing for the General Education Requirements & the B.A. Distribution Requirement if the course was taken at an IU campus (*Note: ENG-W 131 must be completed with a C or higher*). Some departments may have higher grade requirements for specific General Education & B.A. Distribution courses.
- Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C–). The Office of Admissions handles the assessment of transfer courses.
- Student development courses such as MATH-M 005, ENG-W 100, and EDUC-X 150 do not count toward the 120 credit hours required for graduation.
- If a student passes the same course more than once, it can count only once toward graduation, unless the Bulletin specifically states that the course may be repeated for credit.

Note: The transcript may not indicate how many credit hours have been earned toward graduation. It gives the "IU GPA credit hours," which may include failed courses and repeated courses. The transcript also indicates "total IU credit hours passed," but this may include student development courses.

BA Foreign Language Requirement

All BA degree candidates must satisfactorily complete (D- or higher) four semesters of a foreign language, or they must earn an achievement examination or placement test score sufficient for placement in foreign language classes at the 300 level or above.

First-Level Requirement

The foreign language requirement at the first-year level is successful completion of 8 credit hours in a foreign language or a satisfactory score on the university foreign language placement test. Students may receive credit in the language by earning a satisfactory score on the foreign language placement test. All credit for courses taken in a foreign language will apply toward the degree, and the grades obtained will count in the grade point average. The Pass/Fail option may not be used for foreign language courses except when such courses are taken as free electives.

Second-Level Requirement

A student may fulfill the remaining 6 credit hours of the foreign language requirement for the B.A. degree by satisfactorily completing 6 credit hours of course work or the equivalent at the 200 level in a foreign language. Second-Level courses must be completed in the same language selected for the First-Level Requirement.

Language Examination Placement Tests

Students who have had previous exposure to a foreign language are required to take a university foreign language placement test before they will be allowed to register for any section of a foreign language course. Placement tests are administered by the Student Development Center, University Center South.

Proficiency Examinations

A student may complete the language requirement by taking a proficiency examination administered by the language department concerned. Such examinations will be given after the student has asked for and has received the consent of the language department.

International Students

An international student may substitute proficiency in his or her native language if that language is offered for instruction at Indiana University. The student may not, however, earn credit for any courses at the first- and second-year level in his or her native language.

Additional General Education Requirement: Distribution Requirements

In addition to the requirements stated in the General Education Core, BA degree candidates must select additional courses as described below. They must obtain a minimum grade of D– in all courses used to fulfill the distribution requirements. There is no limit to the number of hours a student may take in any one discipline. In some rare instances, it is possible to "double dip" BA Distribution courses with some General Education Core courses and major courses. When "double dipping," the minimum grade required is the higher of the two. The additional distribution requirements are as follows:

- **Central Ideas, Issues and Methods of Inquiry in the Natural Sciences -** In addition to the five credit hours required for the campus general education program, choose one additional course for a minimum total of 8 credit hours in the natural sciences. One course must be in the life sciences and one course must be in the physical sciences.
    - **Life Sciences**
        - AHLT-C150 Body Structure & Function
        - ANAT-A215 Basic Human Anatomy
        - BIOL-L100 Humans & the Biological World
        - BIOL-L101 Intro. to Biological Sciences I
        - BIOL-L102 Intro. to Biological Sciences II
        - BIOL-L110 Insects: The Alien Empire
        - BIOL-L200 Environmental Biology & Conservation
        - BIOL-L201 Ecological Principles
        - BIOL-L205 Biological Field Techniques
        - BIOL-L211 Molecular Biology
        - BIOL-L303 Field Biology
        - BIOL-L304 Marine Biology
        - BIOL-L350 Environmental Biology
        - GEOG-G307 Biogeography: Distribution of Life
        - PHSL-P130 Human Biology
        - PHSL-P215 Basic Human Physiology
        - PLSC-B101 Plant Biology
        - PLSC-B203 Survey of Plant Kingdom
        - PLSC-B205 Vascular Plants
        - PLSC-B364 Summer Flowering Plants
        - PLSC-B375 Horticultural Plants: Biotechnology, Physiology, & Development
        - PSY-P326 Behavioral Neuroscience

- ZOOL-Z103 Animal Biology Lectures & Lab
- ZOOL-Z373 Entomology
- ZOOL-Z374 Invertebrate Zoology Lecture/Lab

- **Physical Sciences**
    - AST-A100 The Solar System
    - AST-A105 Stars & Galaxies
    - CHEM-C101 Elementary Chemistry I
    - CHEM-C102 Elementary Chemistry II
    - CHEM-C104 Physical Sciences & Society
    - CHEM-C105 Principles of Chemistry I
    - CHEM-C106 Principles of Chemistry II
    - GEOG-G107 Physical Systems of the Environment
    - GEOG-G304 Physical Climatology
    - GEOG-G308 Disasters: Natural/Human Induced
    - GEOG-G315 Environmental Conservation
    - GEOL-G100 General Geology
    - GEOL-G180 Dinosaurs
    - GEOL-G221 Introductory Mineralogy
    - GEOL-G300 Environmental & Urban Geology
    - GEOL-G411 Invertebrate Paleontology
    - GEOL-G415 Principles of Geomorphology
    - PHYS-P100 Physics in the Modern World
    - PHYS-P105 Basic Physics of Sound
    - PHYS-P120 Energy & Technology
    - PHYS-P201 General Physics I
    - PHYS-P202 General Physics II
    - PHYS-P221 Physics I
    - PHYS-P222 Physics II

- **Central Ideas, Issues and Methods of Inquiry in Social and Behavioral Sciences -** One additional social/behavioral science course in any discipline (May not "double dip" with General Education Core Social & Behavioral Science or the BA Distribution Historial Investigation requirement.)
    - ANTH-A105 Human Origins & Prehistory
    - ANTH-A362 Principles of Social Organization
    - ANTH-E105 Culture & Society
    - ANTH-E320 Indians of North America
    - ECON-E101 Survey of Economic Issues & Problems
    - ECON-E107 Principles of Economics I
    - ECON-E108 Principles of Economics II
    - ECON-E201 Intro. to Microeconomics (Replaced ECON-E150 Intro. to Economics as of Spring 2015)
    - ECON-E202 Intro. to Macroeconomics (Replaced ECON-E200 Fundamentals of Economics: An Overview as of Summer 2015)
    - ECON-E323 Urban Economics
    - ECON-E347 Women and the Economy
    - ECON-E350 Money & Banking
    - ECON-E360 Public Finance – Survey

- GEOG-G110 Intro. to Human Geography
- GEOG-G213 Intro. to Economic Geography
- PHIL-P145 Intro to Social/Political Philosophy
- PHIL-P345 Problems in Social/Political Philosophy
- POLS-Y103 Intro. to American Politics
- POLS-Y107 Intro. to Comparative Politics
- POLS-Y109 Intro. to International Relations
- POLS-Y302 Public Bureaucracy in Modern Society
- POLS-Y303 Policy Making in the U.S.
- POLS-Y304 Constitutional Law
- POLS-Y306 State Politics in the U.S.
- POLS-Y308 Urban Politics
- POLS-Y316 Public Opinion & Political Participation
- POLS-Y319 The United States Congress
- POLS-Y323 Legislative Behavior
- POLS-Y324 Women & Politics
- POLS-Y331 British Politics
- POLS-Y334 Japanese Politics
- POLS-Y337 Latin American Politics
- POLS-Y343 Politics of International Development
- POLS-Y360 Unities States Foreign Policy
- POLS-Y366 Current Foreign Policy Problems
- POLS-Y374 International Organization
- POLS-Y376 International Political Economy
- POLS-Y392 Prob Contemp Political Philosophy
- POLS-Y394 Public Policy Analysis
- PSY-B310 Life Span Development
- PSY-P101 Introductory Psychology I
- PSY-P102 Introductory Psychology II
- PSY-P233 Industrial Psychology
- SOC-R320 Sexuality & Society
- SOC-R463 Inequality & Society
- SOC-S163 Social Problems
- TEL-R287 Process & Effects of Mass Communication

- **Historical Investigation -** Two courses in Historical Investigation. (May not "double dip" with the additional Social & Behavioral Science for the BA Distribution requirements.)
    - ECON-E409 Economic Hist. of the U.S.
    - ECON-E410 Selected Topics in U.S. EC Hist.
    - FINA-A101 Ancient & Medieval Art
    - FINA-A102 Renaissance through Modern Art
    - FINA-A150 African, New World/Oceanic Art
    - FINA-A270 Women in the History of Art
    - FINA-A315 Art of the Ancient World
    - FINA-A322 Romanesque & Gothic Art
    - FINA-A331 14^t & 15^t Century Art in Italy
    - FINA-A342 20^t Century Art
    - FINA-A362 Art of Japan
    - FINA-A402 Arts of Native North America
    - FINA-A403 Baroque & Rococo Art
    - FINA-A404 Modernism Art 1850-1900
    - FINA-A405 Art of Northern Renaissance
    - FINA-A406 Art of the Italian Renaissance

- FINA-A440 19^t Century Painting I
- FINA-A451 Art of the South Pacific
- FINA-A452 Art of Pre-Columbian America
- FINA-A458 Topics in the Ethnographic Arts
- FREN-F363 Intro. A La France Modern
- FREN-F461 La France Contemporaine
- GEOG-G418 Historical Geography
- GER-G363 Intro. to German Cultural History
- HIST-A303 United States, 1789-1865 I
- HIST-A304 United States, 1789-1865 II
- HIST-A313 Orig of Mid America 1865-1917
- HIST-A314 The United States 1917-1945
- HIST-A315 U.S. Since World War II
- HIST-A348 Civil War & Reconstruction
- HIST-B361 Europe in the 20^t Century I
- HIST-B362 Europe in the 20^t Century II
- HIST-B378 History of Germany Since 1648 II
- HIST-D308 Empire of the Tsars
- HIST-D310 Russian Revolution & Soviet Regime
- HIST-D418 Russian Foreign Pol in 20^t Century
- HIST-F100 Issues in Latin American History
- HIST-F342 Latin America: Evolution & Revolution
- HIST-F350 The Environment in Latin American History
- HIST-F360 Natural Disasters in Latin American History
- HIST-F416 History of Slavery in Americas
- HIST-G100 Issues in Asian History
- HIST-G200 Issues in Asian History
- HIST-G385 Modern China
- HIST-G387 Contemporary China
- HIST-G451 The Far East I
- HIST-G452 The Far East II
- HIST-H101 The World in the 20^t Century
- HIST-H103 Europe: Renaissance to Napoleon
- HIST-H104 Europe: napoleon to the Present
- HIST-H105 American History I
- HIST-H106 American History II
- HIST-H201 History of Russia I
- HIST-H202 History of Russia II
- HIST-H205 Ancient Civilization
- HIST-H206 Medieval Civilization
- HIST-H207 Modern East Asian Civilization
- HIST-H208 American-East Asian Relations
- HIST-H214 Comparative Women's History
- HIST-H218 History of Motion Pictures
- HIST-H231 Women, Men, & Family in History
- HIST-H233 Sports in History
- HIST-H243 Environmental History
- HIST-H376 American Far West II
- HIST-W255 Natural Disasters in World History
- MATH-M380 History of Mathematics
- MUS-M110 Special Topics in Music
- MUS-M201 The Literature of Music I
- MUS-M202 The Literature of Music II
- MUS-M403 History of Music I
- MUS-M404 History of Music II

- PHIL-P302 Medieval Philosophy
- PHIL-P304 19th Century Philosophy
- PHIL-P314 Modern Philosophy
- PHIL-P410 Ancient Greek Philosophy
- REL-R331 Christianity, 1500-2000
- SPAN-S411 Spain: The Cultural Context
- SPAN-S412 Spanish America: Cultural context
- THTR-T270 Intro. to History of Theatre I
- THTR-T271 Intro. to History of Theatre II
- THTR-T275 American Theatre-Black Exp & Contribution

- **Ethical Reasoning and Diversity -** In addition to the three credit hours required for the campus general education Ethical Reasoning/Diversity requirement, choose one additional course for a minimum total of 6 credit hours in the Ethical Reasoning/Diversity. One course must be in Ethical Reasoning and one course must be in Diversity. (May not "double dip" with the General Education Core Ethical Reasoning/Diversity Requirement, the BA Distribution Historical Investigation Requirement, or the BA Distribution Social & Behavioral Science Requirement.)
    - **Diversity**
        - AFRO-A 169 Introduction to Afro American Literature
        - AFRO-A 249 African American Autobiography
        - EDUC-M 300 Teaching in a Pluralistic Society
        - FINA-A 150 African, New World and Oceanic Art
        - GEOG-G 201 World Regional Geography
        - HIST-E 100 Issues in African History
        - HIST-F 100 Issues in Latin American History
        - HIST-F 216 History of Slavery in the Americas
        - HIST-F 232 Upheaval in 20th Century Latin America
        - HIST-G 100 Issues in Asian History
        - HIST-H 207 Modern East-Asian Civilization
        - HIST-H 231 Women, Men, and Family in History
        - HON-H 103 Honors Seminar: Common Intellectual Experience I
        - PHIL-P 170 Introduction to Asian Philosophy
        - POLS-Y 107 Introduction to Comparative Politics
        - POLS-Y 109 Introduction to International Relations
        - SOC-S 163 Social Problems
        - COMM-S 122 Interpersonal Communication
    - **Ethical Reasoning**
        - JOUR-J 280 Seminar in Journalism and Ethics
        - PHIL-P 100 Introduction to Philosophy
        - PHIL-P 140 Introduction to Ethics

- PHIL-P 145 Introduction to Social & Political Philosophy
- PHIL-P 200 Problems in Philosophy
- PHIL-P 240 Business & Morality

Major Requirements

Students must complete requirements for a specific major, which must total no fewer than 25 credit hours. The specific requirements a student must fulfill for the major are those published in the IU Southeast Bulletin current at the time the student declares the major.

Note:

- Only minimum grades of C– may be counted toward this requirement, although courses with lower passing grades may count toward the 120 credit hour requirement. Note that some programs require minimum grades of C in major courses.
- The course taken to satisfy the first-level general education writing requirement may not be applied toward the major.

Some courses required for the major may "double dip" with General Education Core courses and BA Distribution courses, as long as the minimum number of credit hours for the degree is met. When "double dipping," major courses and General Educatoin and/or BA Distribution courses, the minimum grade required is the higher of the two (typically a C- or higher).

Double Major

B.A. candidates may simultaneously earn two different degrees (BA or BS) or one BA with two different majors by completing requirements for each of the two degrees and/or majors. At least 25 credit hours must be taken in each degree and/or major. Students must have a declared major in each discipline and must have an advisor for each degree and/or minor.

Certification to Teach

With careful planning, a student may earn teacher's certification for senior high/junior high/middle school education while working toward a Bachelor of Arts degree. Students interested in such a program of study should consult both an advisor in their major field and an advisor in the School of Education.

List of Academic Degrees

Degrees, Minors, and Certificates Listings by School

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

Degrees, Minors, and Certificates Listing in Alphabetical Order

- Accounting - Bachelor of Science - School of Business
- Accounting Minor

- Accounting (Certified Public Accounting) - Post-Baccalaureate Certificate - School of Business
- Accounting (Corporate Accounting) - Post-Baccalaureate Certificate - School of Business
- Actuarial Science - Bachelor of Science - School of Natural Science
- Applied Health Science - Bachelor of Science - School of Nursing
- Applied Science - Bachelor of Applied Science - School of Arts and Letters
- Art Education - Bachelor of Science - School of Arts and Letters
- Art History - Minor
- Asian Affairs - Certificate - School of Social Science
- Asian Affairs - Post-Baccalaureate Certificate - School of Social Science
- Basic Supervision - Certificate - School of Arts and Letters
- Biology - Bachelor of Arts - School of Natural Science
- Biology - Bachelor of Science - School of Natural Science
- Biology - Minor
- Business Administration - Bachelor of Science - School of Business
- Business Analytics - Minor
- Business Analytics - Post-Baccalaureate Certificate - School of Business
- Business Data Analytics - Minor
- Business - Bachelor of Science - School of Business
- Business - Minor
- Chemistry & Biology - Bachelor of Arts - School of Natural Science
- Chemistry - Bachelor of Arts - School of Natural Science
- Chemistry - Bachelor of Science - School of Natural Science
- Chemistry - Minor
- Clinical Laboratory Science - Bachelor of Science - School of Natural Science
- Coding Technology - Certificate - School of Natural Science
- Communication - Bachelor of Arts - School of Arts and Letters
- Communication - Minor
- Communication Theatre - Minor
- Computer Science - Bachelor of Science - School of Natural Science
- Computer Science - Minor
- Conflict Analysis and Resolution - Certificate - School of Social Science
- Conflict Analysis and Resolution - Post-Baccalaureate Certificate - School of Social Science
- Core Competencies - Certificate - School of Arts and Letters
- Creative Writing - Certificate - School of Arts and Letters
- Creative Writing - Minor
- Criminal Justice - Minor
- Criminology and Criminal Justice - Bachelor of Science - School of Social Science
- Cybersecurity - Certificate - School of Natural Science
- Data Science - Bachelor of Science - School of Natural Science
- Digital Media & Storytelling - Bachelor of Science - School of Arts and Letters
- Digital Photography and Video Art - Certificate - School of Arts and Letters
- Digital Photography and Video Art - Minor
- Diversity and Intercultural Competency - Certificate - School of Social Science
- Diversity and Intercultural Competency - Post-Baccalaureate Certificate - School of Social Science
- Economics - Bachelor of Arts - School of Business
- Economics - Minor
- Economics - Post-Baccalaureate Certificate - School of Business
- Elementary Education - Bachelor of Science - School of Education
- English as a New/Second Language - Minor
- English - Bachelor of Arts - School of Arts and Letters
- Entrepreneurship - Certificate - School of Business
- Entrepreneurship - Post-Baccalaureate Certificate - School of Business
- Entrepreneurship - Minor
- Environmental Chemistry - Minor
- Environmental Science - Certificate - School of Natural Science
- European Affairs - Certificate - School of Social Science
- European Affairs - Post-Baccalaureate Certificate - School of Social Science
- Finance - Post-Baccalaureate Certificate - School of Business
- Finance - Minor
- Fine Arts - Bachelor of Arts - School of Arts and Letters
- Fine Arts - Bachelor of Fine Arts - School of Arts and Letters
- Fine Arts - Minor
- French - Bachelor of Arts - School of Arts and Letters
- French - Bachelor of Science - School of Arts and Letters
- French - Minor
- Gender Studies - Certificate - School of Arts and Letters
- Gender Studies - Minor
- General Business - Post-Baccalaureate Certificate - School of Business
- General Studies - Bachelor of General Studies - School of Arts and Letters
- Geography - Minor
- Geology - Minor
- Geoscience - Bachelor of Arts - School of Natural Science
- German - Bachelor of Arts - School of Arts and Letters
- German - Bachelor of Science - School of Arts and Letters
- German - Minor

- Health and Safety - Minor
- Health Information Management - Bachelor of Science - School of Natural Science
- Healthcare Documentation - Certificate - School of Natural Science
- History - Bachelor of Arts - School of Social Science
- History - Bachelor of Science - School of Social Science
- History - Minor
- Human Resource Management - Post-Baccalaureate Certificate - School of Business
- Human Resources - Minor
- Individualized Major - Bachelor of Arts - School of Arts and Letters
- Informatics - Bachelor of Science - School of Natural Science
- Informatics - Minor
- Information Technology - Certificate - School of Natural Science
- Interdisciplinary Pre-Law - Minor
- Interdisciplinary Studies - Bachelor of Interdisciplinary Studies - School of Arts and Letters
- International Affairs - Post-Baccalaureate Certificate - School of Social Science
- International Business - Post-Baccalaureate Certificate - School of Business
- International Studies - Bachelor of Arts - School of Social Science
- International Studies - Minor
- Journalism, Media, and Strategic Communication - Bachelor of Arts - School of Arts and Letters
- Journalism, Media, and Strategic Communication - Bachelor of Science - School of Arts and Letters
- Latin American Affairs - Certificate - School of Social Science
- Latin American Affairs - Post-Baccalaureate Certificate - School of Social Science
- Leadership - Certificate - School of Arts and Letters
- Leadership - Minor
- Literature - Minor
- Management - Post-Baccalaureate Certificate - School of Business
- Marketing - Minor
- Marketing - Post-Baccalaureate Certificate - School of Business
- Mathematics - Bachelor of Arts - School of Natural Science
- Mathematics - Bachelor of Science- School of Natural Science
- Mathematics - Minor
- Microbiology - Minor
- Multimedia Journalism - Minor
- Multimedia Production - Certificate - School of Arts and Letters
- Music - Bachelor of Arts - School of Arts and Letters
- Music - Bachelor of Science- School of Arts and Letters
- Music - Minor
- Music Recording and Production - Minor
- Network Technology - Certificate - School of Natural Science
- Neuroscience - Bachelor of Science - School of Social Science
- Nursing - Bachelor of Science - School of Nursing
- Philosophy - Bachelor of Arts - School of Arts and Letters
- Philosophy - Minor
- Physics - Bachelor of Arts - School of Natural Science
- Physics - Minor
- Plant Science - Minor
- Political Science - Bachelor of Arts - School of Social Science
- Political Science - Minor
- Pre-Expressive Therapy - Minor
- Professional Selling - Post-Baccalaureate Certificate - School of Business
- Professional Writing - Certificate - School of Arts and Letters
- Professional Writing - Minor
- Psychology - Bachelor of Arts - School of Social Science
- Psychology - Bachelor of Science - School of Social Science
- Psychology - Minor
- Public Relations - Minor
- Public Sector Management - Certificate - School of Social Science
- Public Sector Management - Post-Baccalaureate Certificate - School of Social Science
- Recreation - Minor
- Religion Studies - Minor
- Sales - Minor
- Second Language Competency - Certificate - School of Arts and Letters
- Secondary Education - Bachelor of Science - School of Education
- Secondary Education - Minor
- Social Science - Bachelor of Arts - School of Social Science
- Social Science - Bachelor of Science - School of Social Science
- Sociology - Bachelor of Arts - School of Social Science
- Sociology - Bachelor of Science - School of Social Science
- Spanish - Bachelor of Arts - School of Arts and Letters
- Spanish - Bachelor of Science - School of Arts and Letters
- Spanish - Minor
- Special Education - Bachelor of Science - School of Education
- Strategic Communication - Minor
- Studio Art - Minor
- Supervision - Minor
- Supply Chain and Information Management - Post-Baccalaureate Certificate - School of Business
- Sustainability & Regeneration - Bachelor of Arts - School of Natural Science
- Sustainability & Regeneration - Bachelor of Science - School of Natural Science

- Sustainability - Certificate - School of Natural Science
- Sustainability and Regeneration - Minor
- Sustainability Studies - Bachelor of Arts - School of Natural Science
- Web Programming - Certificate - School of Natural Science
- Writing - Minor

School of Arts & Letters
Undergraduate Programs

- Applied Science (Bachelor of Applied Science)
- Art Education (Bachelor of Science)
- Communication (Bachelor of Arts)
  - Includes Theatre

- English (Bachelor of Arts)
- Digital Media and Storytelling (Bachelor of Science) - Online
- Fine Arts (Bachelor of Arts)
- Fine Arts (Bachelor of Fine Arts)
- French (Bachelor of Arts)
- French (Bachelor of Science) - Online
- General Studies (Bachelor of General Studies)
- German (Bachelor of Arts)
- German (Bachelor of Science) - Online
- Individualized Major (Bachelor of Arts)
- Interdisciplinary Studies (Bachelor of Interdisciplinary Studies)
- Journalism, Media, and Strategic Communication (Bachelor of Arts)
- Journalism, Media, and Strategic Communication (Bachelor of Science)
- Music (Bachelor of Arts)
- Music (Bachelor of Science)
- Philosophy (Bachelor of Arts)
- Spanish (Bachelor of Arts)
- Spanish (Bachelor of Science) - Online

Undergraduate Certificates

- Certificate in Basic Supervision
- Certificate in Core Competencies
- Certificate in Creative Writing
- Certificate in Digital Photography and Digital Art
- Certificate in Gender Studies
- Certificate in Leadership
- Certificate in Multimedia Production
- Certificate in Professional Writing
- Certificate in Second Language Competency

Undergraduate Minors

- Minor in Art History
- Minor in Communication
- Minor in Communication Theatre
- Minor in Creative Writing
- Minor in Digital Photography and Video Art
- Minor in Fine Arts
- Minor in French
- Minor in Gender Studies

- Minor in German
- Minor in Leadership
- Minor in Literature
- Minor in Multimedia Journalism
- Minor in Music
- Minor in Music Recording and Production
- Minor in Philosophy
- Minor in Professional Writing
- Minor in Public Relations
- Minor in Recreation
- Minor in Religious Studies
- Minor in Spanish
- Minor in Strategic Communication
- Minor in Studio Art
- Minor in Supervision
- Minor in Writing

School of Business
Undergraduate Programs

- Accounting (Bachelor of Science) - Online
- Business (Bachelor of Science)
- Business Administration (Bachelor of Science) - Online
- Economics (Bachelor of Arts)

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificate in Accounting
  - Certified Public Accounting
  - Corporate Accounting

- Post-Baccalaureate Certificate in Business Analytics
- Post-Baccalaureate Certificate in Economics
- Post-Baccalaureate Certificate in Entrepreneurship
- Post-Baccalaureate Certificate in Finance
- Post-Baccalaureate Certificate in General Business
- Post-Baccalaureate Certificate in Human Resources Management
- Post-Baccalaureate Certificate in International Business
- Post-Baccalaureate Certificate in Management
- Post-Baccalaureate Certificate in Marketing
- Post-Baccalaureate Certificate in Professional Selling
- Post-Baccalaureate Certificate in Supply Chain and Information Management

Undergraduate Certificates

- Certificate in Entrepreneurship

Undergraduate Minors

- Minor in Accounting
- Minor in Business
- Minor in Business Analytics (for Business majors)
- Minor in Business Data Analytics (for non-Business majors)
- Minor in Economics
- Minor in Entrepreneurship (for Business majors)
- Minor in Entrepreneurship (for non-Business majors)
- Minor in Finance

- Minor in Health & Safety
- Minor in Human Resources
- Minor in Marketing
- Minor in Sales

School of Education
Undergraduate Programs

- Dual Major Elementary & Special Education (Bachelor of Science)
- Elementary Education (Bachelor of Science)
- Secondary Education (Bachelor of Science)
- Special Education (Bachelor of Science)

Undergraduate Minors

- Minor in English as a New/Second Language
- Minor in Secondary Education

School of Natural Sciences
Undergraduate Programs

- Actuarial Science (Bachelor of Science) - Online
- Biology (Bachelor of Arts)
- Biology (Bachelor of Science)
- Chemistry & Biology (Bachelor of Arts)
- Chemistry (Bachelor of Arts)
- Chemistry (Bachelor of Science)
- Clinical Laboratory Science (Bachelor of Science)
- Computer Science (Bachelor of Science)
- Data Science (Bachelor of Science) - Online
- Geoscience (Bachelor of Arts)
- Health Information Management (Bachelor of Science)
- Informatics (Bachelor of Science)
- Informatics (Bachelor of Science) - Online
- Mathematics (Bachelor of Arts)
- Mathematics (Bachelor of Science)
- Physics (Bachelor of Arts)
- Sustainability & Regeneration (Bachelor of Arts)
- Sustainability & Regeneration (Bachelor of Science)
- Sustainability Studies (Bachelor of Arts) - Online

Undergraduate Certificates

- Certificate in Coding (Medical)
- Certificate in Cybersecurity
- Certificate in Environmental Science
- Certificate in Information Technology
- Certificate in Healthcare Documentation
- Certificate in Network Technology
- Certificate in Sustainability
- Certificate in Web Programming

Undergraduate Minors

- Biology Minor
- Chemistry Minor
- Computer Science Minor
- Environmental Chemistry Minor
- Geography Minor
- Geology Minor
- Geosciences Minor
- Informatics Minor

- Mathematics Minor
- Microbiology Minor
- Physics Minor
- Plant Sciences Minor
- Sustainability and Regeneration Minor

School of Nursing
Bachelor's Degree

- Applied Health Science (Bachelor of Science)
- Nursing (Bachelor of Science)
- Nursing (RN-BSN)

School of Social Sciences
Undergraduate Programs

- Criminology and Criminal Justice (Bachelor of Science)
- History (Bachelor of Arts)
- History (Bachelor of Arts) - Online
- History (Bachelor of Science)
- International Studies (Bachelor of Arts)
- Neuroscience (Bachelor of Science)
- Political Science (Bachelor of Arts)
- Psychology (Bachelor of Arts)
- Psychology (Bachelor of Science)
- Social Sciences (Bachelor of Arts)
- Social Sciences (Bachelor of Science)
- Sociology (Bachelor of Arts)
- Sociology (Bachelor of Science)

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificate in Asian Affairs
- Post-Baccalaureate Certificate in Conflict Analysis and Resolution
- Post-Baccalaureate Certificate in Diversity and Intercultural Competency
- Post-Baccalaureate Certificate in European Affairs
- Post-Baccalaureate Certificate in International Affairs
- Post-Baccalaureate Certificate in Latin American Affairs
- Post-Baccalaureate Certificate in Public Sector Management

Undergraduate Certificates

- Certificate in Asian Affairs
- Certificate in Conflict Analysis and Resolution
- Certificate in Diversity and Intercultural Competency
- Certificate in European Affairs
- Certificate in Latin American Affairs
- Certificate in Public Sector Management

Undergraduate Minors

- Minor in Criminal Justice
- Minor in History
- Minor in International Studies
- Minor in Political Science
- Minor in Pre-Expressive Therapy
- Minor in Interdiscplinary Pre-Law
- Minor in Psychology
- Minor in Sociology

Honors Program

Rebekah Dement, Ph.D., Interim Director
Knobview Hall 235 A-C
Phone: (812) 941-2196
Web site: www.ius.edu/honors-program/
Motto: Excellence. Ambition. Camaraderie

- About the Honors Program
- What Advantages Does the Honors Program Offer to Its Students?
- What Are the Requirements for Successful Completion of the Honors Program?
- How Does One Join the Honors Program?

About the Honors Program

The Honors Program **is designed to serve the needs and interests of students who seek a stimulating academic experience and formal recognition for completing a challenging program**. We invite applications from intellectually curious and motivated students eager to supplement their undergraduate experience in the following ways:

- Courses designed to challenge (but not overwhelm) students with subjects and activities from a variety of disciplines
- Social, conference, and service activities to develop academic and personal strengths
- An understanding that Honors students, faculty, and staff are not perfect—but all are willing and eager to challenge and better themselves
- Mentorship from faculty and colleagues to explore a range of topics

Honors courses explore important topics in depth, through a multi-disciplinary approach. The pace of the courses, and the level and quality of work expected of students, requires that participants be self-motivated and that they exercise good time-management skills; however, the small size of each Honors class (fewer than 15 students per section) insures group discussion, interaction with the instructor, and focused guidance and support of each student's academic goals.

In addition to taking Honors classes, members of the Honors Program participate in various co-curricular activities, including group projects, attending cultural events, and participating in the Mideast Honors Association (MEHA) Conference, which occurs each spring semester.

For more information, please contact the Honors Program at iushp@ius.edu. The Honors Program telephone number is (812) 941-2196.

What Advantages Does the Honors Program Offer to Its Students?

In addition to offering intellectual challenges and a sense of community to participants, Indiana University Southeast's Honors Program offers these more concrete incentives and advantages:

1. No additional costs or fees to participate
2. Priority consideration for Chancellor's Honors Program Scholarships
3. Priority course registration

4. Individualized guidance to build on existing skills and to address challenges
5. Research, service, and conference presentation opportunities
6. Guidance and support in studying abroad, obtaining internships, and applying to graduate programs
7. The chance to make a positive difference in the educational experience of other IU Southeast students

What Are the Requirements for Successful Completion of the Honors Program?

We welcome students at any stage in their academic career, and students will select and complete one of two available tiers. **Tier One** is designed for students joining the Program within the first year of the undergraduate experience; it provides detailed, personalized guidance on foundational skills which will benefit students throughout their undergraduate careers. Students completing Tier One (thus earning the University Honors Minor designation) are asked to maintain a cumulative grade point average of at least 3.4, and they will fulfill the following:

Tier One (University Honors Collegian):

General Requirements:

1. Presentation of Project
2. Development and Maintenance of an Electronic Portfolio
3. Completion of a Service Learning Project
4. Consistent Career Readiness Progress
5. Consistent Participation in Honors Events and Activities

Course Requirements:

1. Successful completion of HON-H 215 Introduction to Honors Research.
2. Successful completion of at least three more multidisciplinary Honors courses (HON-H306, HON-H307, HON-H 495, or an approved Honors contract course).

Tier Two is designed for students already established in the undergraduate journeys. While individualized guidance is a hallmark of the Honors Program, Tier Two Honors courses require students to have a working knowledge of undergraduate research, writing, and related skills. Students completing Tier Two (thus earning the University Honors Scholar designation) are asked to maintain a cumulative grade point average of at least 3.4, and they will fulfill the following:

Tier Two (University Honors Scholar):

General Requirements:

1. Presentation of Project
2. Development and Maintenance of an Electronic Portfolio
3. Completion of a Service Learning Project
4. Consistent Career Readiness Progress
5. Consistent Participation in Honors Events and Activities

Course Requirements:

1. Successful completion of at least two multidisciplinary Honors courses (HON-H306, HON-H307, or an approved Honors contract course). Students may take any combination of 300-level courses they like: students should enroll in courses that fit their intellectual interests and scheduling needs.
2. Successful completion of an independently selected Honors project, which may be research-based, service-based, or any combination thereof. Students may enroll in HON-H495, an independent study course repeatable for up to 4 credit hours.

Students completing both Tier One and Tier Two of the Program will earn the **University Honors Fellow** designation, a unique distinction for exceptionally motivated students.

Additional information about Honors requirements may be obtained by contacting the Honors Program at iushp@ius.edu or 812-941-2196. You may also visit the "Frequently Asked Questions" page of our website.

How Does One Join the Honors Program?

Applications to the Honors Program are considered year-round, but we encourage interested students to apply at the earliest convenience, as many Honors privileges (including priority registration and priority scholarship consideration) are time-sensitive.

Prospective first-year college students may complete an application for Tier One of the Honors Program upon admission to Indiana University Southeast. While these applications are considered year-round, we encourage first-year students to submit their applications the semester prior to their first semester (for instance: a student entering in Fall 2020 should submit an application in Spring 2020).

Current and transferring students may apply for admission to the Program at any time. While many current or transferring students apply for Tier Two of the Program, those students with fewer than 30 credit hours behind them may well find it worthwhile to apply for Tier One. As with Tier One students, applications are considered year-round.

Any student wishing to join the Honors Program should complete an application. In addition to the application, students should submit the following:

- Three references, to be completed by an instructor, employer, mentor, coach, or other individual capable of speaking to the student's strengths. References may certainly include a letter of recommendation, but the completed reference form must accompany the letter.
- A brief essay that will serve as an introduction to the Honors Council. There are essay prompts on the application form.
- Copies of recent transcripts (for continuing and transfer students only).
- Any other pertinent materials which you feel the Honors Council should review.

All application materials can be found under Prospective Students tab on the Honors Program website. Application materials may be submitted via email to iushp@ius.edu or via postal mail to the following address:

IU Southeast Honors Program 4201 Grant Line Road New Albany, IN 47150

What happens after I apply?

Once all application materials are received, the Honors Council, which is comprised of faculty representatives from each school on campus, will review your application.

Council Members generally post their decisions within two weeks of receiving a completed application. If you are accepted into the Program, you will be asked to confirm your acceptance. Once you have confirmed your place, you will be considered for a Chancellor's Honors Program Scholarship.

Scholastic Awards

Chancellor's List

Students carrying 12 or more graded credit hours in one semester who earn a 4.0 grade point average (GPA) are placed on the Chancellor's List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 4.0 GPA are also placed on the Chancellor's List.

Dean's List

Students carrying 12 or more graded credit hours in one semester who earn a 3.50 to 3.99 grade point average (GPA) are placed on the Dean's List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 3.50 to 3.99 GPA are also placed on the Dean's List.

Honor Societies

Students at Indiana University Southeast may also achieve membership in one or more honor societies. The following national honor societies have chapters on campus. For education majors—Kappa Delta Pi, Phi Delta Kappa, and Pi Lambda Theta; nursing majors—Sigma Theta Tau; psychology majors—Psi Chi; business majors—Beta Gamma Sigma; adult students—Pinnacle; leadership honor society for juniors—Omicron Delta Kappa; and all majors—Phi Eta Sigma and Alpha Chi. The Campus Life Office annually compiles a list of current officers and advisors, from whom more information is available.

Graduation with Distinction

Indiana University Southeast recognizes outstanding academic performance for associate and bachelor degrees with three levels of distinction: highest distinction, high distinction, and distinction. To receive academic distinction, degree candidates must rank among the top 10 percent of their graduating class in each of the separate degree categories (e.g., Bachelor of Arts, Bachelor of Science in Business). To be eligible to graduate with distinction, students must satisfy the following requirements:

- Associate degree candidates must complete at least half of the course work at Indiana University.
- Bachelor's degree candidates must complete a minimum of 60 credit hours at Indiana University.

Degree candidates must also meet the following GPA requirements:

- Highest Distinction – 4.00 to 3.95 GPA
- High Distinction - 3.94 to 3.80 GPA
- Distinction - 3.79 to 3.60 GPA

The university provides an honor cord to wear at Commencement to each candidate expected to graduate with academic distinction. The student's academic unit does this certification. Final academic distinction is determined upon review of final grades and the determination of the ranking among the top 10 percent of the graduates in their respective degrees. This process is complete a few weeks after Commencement in May and after the degree-granting dates in August and December. Thus, the wearing of an honor cord during Commencement does not automatically guarantee the awarding of degree honors.

When degree candidates are awarded their degrees with distinction, the Office of the Registrar will note it on their academic record and diploma.

Student's Responsibility

Certain basic requirements apply to all degrees. These include a minimum number of credit hours, a minimum grade point average, a minimum residence requirement, course distribution requirements, a concentration or major, and certain specific skills courses (such as writing, mathematics, and foreign language).

Advisors and school or division deans will help students understand these requirements, but students alone are responsible for fulfilling them. The Academic Advisement Report (AAR), Indiana University's computerized advising record, and individual Degree Maps are available to assist students in understanding how and where courses fit in each academic program. Academic Advisement Reports and Degree Maps can be accessed through One.iu.edu.

At the end of a student's course of study, the faculty and Board of Trustees vote upon conferral of the degree. If requirements have not been satisfied, the degree will be withheld pending fulfillment of all requirements. For this reason, it is important for students to acquaint themselves with all regulations and remain informed throughout their college careers.

Academic Advising

Entering students are assigned professional advisors based on his/her intended major. Exploratory students, or students without a declared major, are assigned to advisors who are knowledgeable about a variety of majors and can help guide the decision making process. During peak advising loads like pre-registration, students are invited to make their appointments early to ensure getting in to the classes they need.

Academic advising is a shared responsibility between the student and the advisor. Students are expected to be prepared for their advising appointment by selecting a tentative schedule of classes to discuss with his/her advisor. Advisors will provide accurate and timely information to students to help them explore life, careers, and academic plans and goals.

Your Student Center at one.iu.edu allows you to access your student records online. You can look up course offerings, check your schedule, look up your grades, print an unofficial transcript, monitor your progress in fulfilling degree requirements, check your bursar account, look up your financial aid, or change your address.

Two-tier Advising

- Professional Advisors
- Faculty Advisors

On-line Tools

- Academic Advisement Report (AAR), including What-if AAR
- Degree Maps
- Student Planner

More information regarding advising can be found at http://www.ius.edu/advising/.

Graduate Studies

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 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.

Master Programs
Arts & Letters

- Master of Arts in Teaching - German

Business

- Master of Business Administration
- Master of Science in Management
- Master of Science in Strategic Finance

Education

- Master of Science in Education - Major in Elementary Education
- Master of Science in Education - Major in Secondary Education
- Master of Science in Education - Major in Counseling

Nursing

- Master of Science in Nursing

Social Sciences

- Master of Science in Criminal Justice and Public Policy
- Master of Interdisciplinary Studies
- Master of Arts in Mental Health Counseling

Graduate Certificates
- Digital Media
- Interdisciplinary Studies

- Organizational Leadership
- Modern World History
- Program Leadership and Evaluation
- Reading

School of Arts and Letters

School of Arts and Letters

Dean: Barbara Kutis
Campus Office: KV 110M
Telephone: (812) 941-2031
Fax: (812) 941-2529
https://www.ius.edu/arts-and-letters/

Programs
Non-Credit Programs

- Lifelong Learning and the Arts Institute

School Information
- Mission Statement and Vision Statement

Bachelor of Science in Digital Media and Storytelling - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in Digital Media and Storytelling degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Digital Media and Storytelling Core (25 cr.)
- Digital Storytelling or Public Relations Track (15 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Digital Media and Storytelling Core (25 cr.)

- Complete one of the following:
    - ENG-W 203 Creative Writing
    - ENG-W 206 Introduction to Creative Writing

- Complete one of the following:
    - ENG-W 231 Professional Writing Skills
    - ENG-W 234 Technical Report Writing
    - ENG-W 270 Argumentative Writing
    - JOUR-J 200 Reporting, Writing & Editing I
    - NEWM-N 260 Script Writing

- Complete one of the following:
    - JOUR-J 210 Visual Communication
    - COMM-M 215 Media Literacy

- Complete one of the following:
    - FINA-D 210 Digital Art: Survey and Practice
    - COMM-M 210 Media Message Design

- NEWM-N 202 Digital Storytelling
- JOUR-S 200 Sophomore Seminar Digital Media Storytelling
- Complete one of the following:
    - JOUR-J 307 Media Career Planning (1 cr.)
    - JOUR-J 400 Careers in Public Relations (1 cr.)

- Complete one of the following:
    - JOUR-J 300 Communications Law
    - CMCL-C 328 Digital Responsibilities and Rights

- Complete one of the following:
    - FINA-A 477 History of Photography
    - COMM-M 370 History of Television
    - COMM-M 373 Film and Video Documentary

- JOUR-J 495 Digital Media & Storytelling Capstone

Select One Track

Tracks Offered

- Digital Storytelling
- Public Relations

Digital Storytelling (15 cr.)

- Complete one of the following:
    - ENG-W 301 Writing Fiction
    - ENG-W 302 Introduction to Screen Writing
    - ENG-W 303 Writing Poetry
    - ENG-W 305 Writing Creative Nonfiction
    - ENG-W 311 Writing Creative Nonfiction
    - ENG-W 315 Writing for the Web
    - ENG-W 318 Finding Your E-Voice
    - ENG-W 323 Digital Writing

- FINA-S 303 Lens-Based Narrative Construction
- Complete one of the following:
    - JOUR-J 301 Social Media Strategies
    - JOUR-J 303 Online Journalism
    - NEWM-N 4XX Social Media Content, Analytic

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

- Complete one of the following:
    - COMM-C 316 Human Communications & Internet
    - SPCH-S 333 Public Relations
    - JOUR-J 390 Public Relations Writing
    - JOUR-J 349 Public Relations Writing
    - ENG-W 315 Writing for the Web
    - ENG-W 318 Finding Your E-Voice
    - ENG-W 323 Digital Writing

Public Relations (15 cr.)

- Complete one of the following:
    - COMM-J 321 Principles of Public Relations
    - JOUR-J 321 Principles of Public Relations
    - SPCH-S 233 Intro to Public Relations

- Complete one of the following:
    - JOUR-J 349 Public Relations Writing
    - JOUR-J 390 Public Relations Writing
    - SPCH-S 333 Public Relations
    - COMM-C 349 Public Relations Writing

- Complete one of the following:
    - COMM-C 429 Public Relations Campaigns
    - JOUR-J 429 Public Relations Campaigns

- JOUR-J 403 Public Relations Research
- Complete one of the following:
    - CMCL-C 315 Advertising and Consumer Culture
    - CMCL-C 324 Persuasion
    - CMCL-C 405 Communications Theories
    - COMM-R 321 Persuasion
    - COMM-C 462 Media Theory & Criticism
    - COMM-M 462 Television Aesthetics/Criticism
    - JOUR-J 410 Media as Social Institutions
    - SPCH-S 303 Propaganda and Persuasion

Mission Statement

Mission Statement
Pursuing enlightenment and creativity . . .

The School of Arts and Letters exists to foster the intellectual, creative, and personal growth of its students through courses in the humanities. We encourage our students to dream, to think critically, creatively, and insightfully, and to engage in their own lives, their communities and the world. Within our individual academic disciplines, we seek to create learning communities that will inspire and equip students to become the best, most independent, confident, and competent people they can be.

The mission of the faculty of the School of Arts and Letters is to develop in each student cognitive and creative language and artistic skills that allow for human thought and communication in the expression of ideas, emotions, and aesthetics. We believe that students more fully develop their own aesthetic and intellectual voice by knowing and experiencing the perspectives and values of others. These goals involve crossing cultural, philosophical, and artistic boundaries. As faculty and students, we seek to understand ourselves and others through our individual creative works and ideas as we become agents of our own lives.

It is clear to us that the intellectual, creative, and personal growth of each student benefits the faculty, staff, students, campus and local communities, and the world at large. Through our teaching, research, creativity, and service, we are committed to giving our students the tools to be informed citizens in a global society guided by democratic principles, as well as to succeed professionally. With this in mind, we seek to stimulate rather than suppress, challenge rather than confirm, create rather than imitate.

Vision Statement
The School of Arts and Letters is actively committed to sustaining the excellence of our programs. We further commit ourselves to make them flexible, versatile, and comprehensive in order to meet the needs of our students. We will continue to recruit and retain students and to enhance their progress toward graduation and their success in employment, further study, and life. Affirming the importance of intellectual inquiry as a shared pursuit, we will also seek to enhance our collaborative efforts, reaching out more effectively to others, including our own school members, as well as our alumni, the campus, and the community. Our dean, coordinators, faculty, and staff will continue to work together consistently and conscientiously to examine our plans, methods, and strategies. In the spirit of this self-examination, we will position our assessment within the framework of the larger academic community.

Applied Science

If you have an Associate of Applied Science degree and want to advance your career, the Bachelor of Applied Science from Indiana University Southeast can help you achieve your goals. To get your B.A.S., you transfer 60 to 64 credit hours from your A.A.S. to Indiana University. You then complete 60 credit hours of courses from IU.

In order to make the degree as flexible as possible, the B.A.S. can be completed on campus, online, or in some combination of both. Indiana University is able to offer this feature to B.A.S. students because the program is a combined program that is taught jointly by faculty at IU Southeast, IU South Bend, IU East, IU Northwest and IU Kokomo.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/applied-science/

Academics
Undergraduate Degrees

- Bachelor of Applied Science

Program Information
Student Learning Goals

1: Demonstrate knowledge and skills in accounting and bookkeeping.

2: Demonstrate knowledge and skills in economics.

3: Demonstrate knowledge and skills in legal, ethical, social, and/or international topics.

4: Demonstrate knowledge and skills in supervision.

5: Demonstrate knowledge and skills in marketing.

6: Demonstrate knowledge and skills in communication.

Bachelor of Applied Science (BAS)
Degree Description and Purpose

The Bachelor of Applied Science (BAS) is a Bachelor's degree completion program for students who have graduated with Associate of Applied Science (AAS) degree who now wish to earn a bachelor's degree to advance their careers. Traditionally AAS degrees have been classified as non-transferable to B.S. or B.A. degrees, and individuals wishing to attain a baccalaureate degree often lost most of their credits. The BAS degree provides a pathway for these individuals to attain a bachelor's degree in two years (56-60 credit hours) and is designed to articulate seamlessly, in a 2+2 model, with a variety of AAS degrees from Ivy Tech Community College, Jefferson Community and Technical Colleges, and Vincennes University.

The BAS is a nationally-recognized degree which is available in many states. Some public institutions which offer this degree include the University of Minnesota, Arizona State University, Missouri State University, and the University of Texas- San Antonio.

The BAS degree can be oriented toward several specific career fields, such as hospital administration, general supervision or entry-level management, and some human resources functions. Because of this degree's flexibility, it tracks into approximately 34 occupations that can be grouped into three occupational clusters:a specialty business cluster, a supervisory cluster, and a management cluster.

This degree is not intended to prepare students for graduate study. The purpose of this degree is to enable AAS degree-holders to earn a bachelor's degree, in a reasonable amount of time that builds on their technical background and provides the knowledge and skills needed to advance in their careers.

Degree Requirements

Students receiving the BAS must complete 120 total credit hours including:

- Associate of Science degree with integrated General Education core (60-64 cr. transferred)
- BAS Core (18 cr.)
- Choose one track from four offered (12-18 cr.)
- Electives to reach 120 (20-24 cr.)

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 is required

BAS Core (18 cr.)

Students complete 1 course (3 cr.) from each of six Core Learning Outcomes (CLO) areas.

Complete one of the following Accounting courses (CLO1):
- BUS-A 200 Foundations of Accounting
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting

Complete one of the following Economics courses (CLO2): ECON-E 101 Survey of Economics Issues & Problems (or analogous course)

- ECON-E 103 Intro to Microeconomics
- ECON-E 104 Intro to Macroeconomics
- BUS-G 300 Intro to Managerial Economics and Strat.
- POLS-Y 403 Economics and Public Management

Complete one of the following Legal, Ethical, Social or International issues courses (CLO3)

- BUS- J 404 Business and Society
- BUS-D 301 The International Business Environment
- POLS-Y 379 Ethics and Public Policy
- PHIL-P 306 Business Ethics
- PHIL-P 393 Biomedical Ethics
- HIST-B 391 Themes in World History
- HIST-G 369 Modern Japan
- HIST-G 387 Modern China
- HIST-G 410 China, Japan, & US in 20th and 21st Century

Complete one of the following Supervision courses (CLO4)

- BUS-Z 300 Organizational Behavior and Leadership
- BUS-Z 301 Organizational Behavior and Leadership
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnnel-Human Management
- BUS-W 301 Management and Organization Theory
- POLS-Y 358 Human Behavior & Public Organizations
- POLS-Y 387 Public Personnel Management

Complete one of the following Marketing Courses (CLO5)

- BUS-M 300 Introduction to Marketing (or any other 300/400 level approved course)
- BUS-M 301 Introduction to Marketing Management

Complete on of the following courses in Communication (CLO6)

- SPCH-C 427 Cross-Cultural Communication
- SPCH-S 427 Cross-Cultural Communication
- SPCH-S 380 Organizational Communication

Select One Specialization Track

Tracks Offered

- Health Care Management
- Individualized
- Informatics
- Sustainability

Health Care Management (12 cr.)

The Health Care Management track is designed to appeal to individuals who hold an AAS degree in one of the many health care fields such as Medical Assisting, Health Care Support, Paramedic Science, and Medical Laboratory Technology.

In this track, students take courses that meet three of the first four learning outcomes (3 courses/9 credit hours), plus the capstone course for a total of 4 courses/12 credit hours. The capstone course meets all five learning outcomes in this track. Students may use any of the listed courses to satisfy the capstone requirement.

1. Compare and contrast the U.S. health-care system, including reimbursement, with other systems around the world. Complete on of the following courses:

- PAHM-H 320 Health Systems Administration
- SPEA-H 320 Health Systems Administration
- SPEA-V 450 Medical Ethics
- AHLT-H 415 Global Child and Adolescent Health
- BUS-H 320 Systems of Health Care Delivery
- BUS-A 202 Intro to Managerial Accounting

2. Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the U.S. Complete one of the following courses:

- SPEA-H 452 Health Disparities
- PAHM-H 441 Legal Aspects of Health Care
- SPEA-H 441 Legal Aspects of Health Care
- AHLT-W 314 Ethics for Health Professionals
- PAHM-H 474 Health Administration and Policy
- BUS-H 411 Management of Long-Term Care Facilities
- BUS-H 402 Hospital Organization and Management
- BUS-H 352 Health Care Financial Management

3. Evaluate access to and cost of US health care, including reimbursement practices, for different types of care. Complete one of the following courses:

- HPER-H 315 Consumer Health
- PAHM-H 354 Economics of Health Care
- BUS-H 354 Economics of Health Care
- PAHM-H 352 Health Finance and Budgeting
- BUS-D 300 International Business Administration

4. Effectively assess and implement improvements in clinical care, customer service, and human resource planning in a health care setting. Complete one of the following courses:

- SPEA-H 322 Principles of Epidemiology
- AHLT-B 371 HR Management in Health Care Facilities
- SPEA-H 371 HR Management in Health Care Facilities
- SPEA-H 402 Hospital Administration
- AHLT-M 366 Leadership for Health Professionals
- PAHM-H 401 Strategic Planning for Health Care Organizations
- BUS-W 301 Principles of Management
- BUS-Z 440 Personnel - Human Resources Management

5. Capstone:Integrate knowledge and skills and apply to health management issues or challenges. Complete one of the following courses:

- AHLT-B 499 Health Management Capstone
- SPEA-H 474 Health Capstone

- BUS-M 301 Introduction to Marketing Management

Individualized Track (12 cr.)

This a highly flexible track is designed to meet the needs of many different AAS degree holders. For example, students with an AAS in Criminal Justice who want to advance their careers in that area may design a track to include upper-division courses in Criminal Justice, Public Affairs, or (if he or she works with youth offenders and their families) Sociology and Psychology. Students holding AAS degrees in Design Technology may seek to change careers by choosing courses in web development and graphic design. And students with an AAS in Advanced Manufacturing whose goals include becoming a supervisor or manager might choose courses emphasizing human resource development, communication, and other management skills.

In this track, students select 12 credit hours of course work based on their individual interests, backgrounds, and needs. One of these courses will be a required capstone course. The learning outcomes for this track are as follows:

- Demonstrate the ability to think critically in the fields studied.
- Effectively present central ideas, issues, and methods of inquiry specific to the fields studied.
- Apply knowledge and skills from general education, the BAS core, and the Individualized Track to issues or challenges in their area of technical expertise.

Informatics Track (18 Online cr.)

The informatics track appeals to students who hold an Associate of Applied Science in Computing or in Information Technology, and would like to prepare for a career in informatics, computing, software and interface design, and other areas of computer-based problem-solving and administration,

Complete the six courses listed below:

- INFO-C100 Informatics Foundations
- INFO-C112 Tools of Informatics: Programming and Databases
- INFO-C210 Problem Solving and Programming I
- INFO-C211 Problem Solving and Programming II
- INFO-C300 Human Computer Interaction
- INFO-C413 Web Design and Development

Sustainabilty Track (12 Cr.)

The interdisciplinary Sustainability track provides students with a broad introduction to the complex system-scale challenges of sustainability, as well as the tools needed to address problems that transcend solely social or environmental domains. Sustainability attracts students from a variety of backgrounds and interests, whotypically have share some of these qualities:

- Interest in human-environment interaction, sustainable food systems, and environmental ethics.
- Interest in careers in environmenmental planning and coordination, environmental education and communications, sustainability coordination and consulting in private or public sector, green design,

environmental law or public affairs--or graduate study in any of these areas.

- Interests that draw from arts and humanities, social sciences, and physical and life sciences.
- Interest and desire to help make the world a better place.

The Sustainability Studies faculty *strongly* recommend that studentes take SUST-S 201, Foundations of Sustainability (online) before they begin this track.

Students take three courses from Category 1, with at least one course from "A. Sciences" and one from "B. Social sciences, Humanities, and Other" designations; and one course from Category 2.

Category 1: Sustainability Courses (9 cr)

A. Sciences (at least 3 cr. from this list)

- AHLT-H 331 Environmental Health (online)
- GEOG-G 315 Environmental Conservation (online)
- GEOG-G 338 Geographic Information Systems (online)
- GEOG-G 400 Energy: Sources and Needs (online)
- GEOG-G 476 Climate Change Science (online)
- PLSC-B 364 Summer Flowering Plants (online)
- SUST-S 360 Topics in Sustainability Studies: Geographic Information Systmes (GIS) (online)
- SUST-S 400 Energy: Sources and Needs (online)
- CHEM-C 390 Special Topics: Environmental Science (hybrid accelerated)
- GEOL-G 300 Environmental and Urban Geology (hybrid accelerated)
- GEOG-G 315 Environmental Conservation (hybrid accelerated)
- BIOL-B 355 Plant Diversity
- BIOL-N 390 The Natural World, VT: Environmental Biology
- CHEM-C 300 Energy and Green Chemistry
- CHEM-C 303 Environmental Chemistry
- GEOL-N 390 The Natural World VT: Natural Hazards and Disasters
- GEOL-T 326 Mineral Resources

 B. Social Sciences, Humanities, and Other (at least 3 cr. from this list)

- AHLT-N 378 Global Nutrition
- BUS-B 399 Business and Society (online)
- FINA-A 399 Art, Aesthetics, and Creativity, VT: The Modern City
- GEOG-G 306 Geography of Current Issues on the African Continent (online)
- GEOG-G 388 Geographic Information Systems (online)
- PHIL-P 306 Business Ethics (online)
- PHIL-P 383 Topics in Philosophy, VT: Philosophical Topics in Evolution
- PHIL-T 390 Literary and Intellectural Traditions, VT Environmental Philosophy (hybrid)
- POLS-Y 308 Urban Politics (online)
- POLS-Y 313 Environmental Policy
- POLS-Y 346 Politics of the Developing World (online)
- POLS-Y 377 Globalization (online)

- SOC-B 399 Human Behavior and Social Institutions VT: Sustainable Communities
- SOC-S 305 Population and Human Ecology
- SOC-S 308 Global Society (online)
- SOC-S 360 Topics in Social Policy (variable topic)
- SOC-S 385 Human Trafficking, Human Rights and Sustainability
- SOC-S 419 Social Movements and Collective Action
- SUST-S 360 Topics in Sustainability Studies: The Art of Sustainability
- SUST-S 361 Sustainability Abroad
- SUST-B 399 Human Behavior and Social Institutions VT: Just Food: Sustainable Food Systems (online)
- SUST-S 411 Sustainability, Innovation, and Entrepreneurs
- SUST-S 460 Strategies for Transformative Leadership and Community Engagement
- WGS-T 390 Literary and Intellectual Traditions, VT: Women and Sustainability

Cateogory 2: Capstone Experience (3 cr.)

- SPEA-E 400 Topics in Environmental Studies, Topic:Environmental Planning for a Green Economy (online)
- SPEA-E 400 Topics in Environmental Studies, Topic:Sustainability Management and Policy (online) 3 C
- SPEA-E 400 Topics in Environmental Studies, Topic: Environmental Crimes
- SUST-S 490 Sustainability Practicum (online)
- SUST-S 491 Internship in Sustainability (online)
- SUST-S 495 Directed Readings in Sustainability (online)
- SUST-S 496 Research in Sustainability (online)
- GEOL-G 420 Regional Geology Field Trip Topics: Geological field trips in the U. S.

Certificate in Core Competencies
Program Description

This 29-credit certificate program is intended as a stepping stone into participation in a degree program, and tracks very closely to the University's General Education requirements, which all students complete. This certificate, plus completion of the 1-credit Freshmen year Seminar (FYS) satisfies the campus General Education, as well as the Indiana Statewide General Education requirements.

Open to all students with a high school diplomas or GED, working adult students will find the scheduling flexibility in combining online, evening, and weekend courses in this program to easier to balance with their other commitments. Going full time, students can complete the certificate in one calendar year. Although it can be completed as a stand-alone credential or as part of another credential, it is not automatically awarded by completing requirements for a major.

The curriculum is organized to deliver basic skills corresponding to the Liberal Education and America's

Promise (LEAP) categories, defined by the Association of American Colleges and Universities (AACU):

- Knowledge of Human Cultures and the Physical World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Certificate Requirements

- Residency: 50% of credits for certificate (15) must be completed at Indiana University.
- Minimum Grade of C in each required class
- Cumulative Grade Point Average (GPA) of 2.0 to earn the credential

First Semester
- Written Communication: ENG-W 131 reading, Writing and Inquiry I (3 cr.)
- Oral Communication: COMM-S 121 Public Speaking (3 cr.)
- Quantitative Reasoning: MATH-M 110 Excursion in Mathematics (3 cr.)

Second Semester
- Ways of Knowing in Social and Behavorial Sciences: Select from approved list. (3 cr)
- Ways of Knowing in Natural and Physical Sciences with Lab: Select from approved list (5 cr.)
- Ways of Knowing in Arts and Humanties: Select from approved list. (3 cr.)

Third Semester
- Additional Course Social and Behavioral Sciences: Select second course form approved list. (3 cr.)
- Ethics or Diversity: Select from either Ethics or Diversity approved lists (3 cr.)
- Second Level Written Communication: ENG-W 290 (3 cr.)

Communications Studies

According to Forbes magazine, the top skills sought by employers revolve around the ability to communicate effectively. Choose a degree that focuses on the one skill that employers say they need the most, with three options to prepare you for wherever your career path may lead.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/communication-studies/

Academics
Undergraduate Degrees

- Communication (Bachelor of Arts)
  - Organizational Communication Track
  - Theatre and Theatre Business Tracks

- Digital Media & Storytelling (Bachelor of Science) - Online
- Journalism, Media, Strategic Communication
  - Bachelor of Arts
  - Bachelor of Science

Undergraduate Certificates

- Leadership

Minors

- Communication Minor
- Leadership Minor
- Multimedia Journalism Minor
- Public Relations
- Strategic Communication Minor

Program Information
Mission Statement

The mission of the Department of Communication Studies is to produce student learning and to advance knowledge about human communication from both a humanistic and social scientific perspective. The Department will provide a challenging, innovative, and supportive environment that will facilitate students' intellectual growth. This includes students' communication (both oral and written), research, and critical thinking skills across an array of contexts. The Department will serve the university, the community, and the discipline.

Communication Studies Learning Goals

1. Students will communicate effectively orally.
2. Students will communicate effectively in writing.
3. Students will think logically and critically.
4. Students will possess an in-depth knowledge of the field of communication.
5. Students will understand how to communicate with diverse audiences.

Organizational Communication Program-Level Outcomes:

1. Majors will communicate effectively orally in organizations.
2. Students will communicate in writing effectively in organizations.
3. Majors will engage in critical thinking and assess real world applications of organizational communication.
4. Students will possess an in-depth theoretical and conceptual knowledge of the field of organizational communication.
5. Majors will understand diversity, equity, and inclusivity within organizations.

Strategic Communication Learning Goals

1. Students will identify and assess strategic communication problems and situations.
2. Students will demonstrate the creative ability to construct strategic messages that audiences will pay attention to, understand, believe, remember and, as appropriate, act upon.
3. Students will construct media delivery strategies for strategic messages.
4. Students will develop a complete strategic communication strategy and action plan for a brand.
5. Students will demonstrate an in-depth knowledge of the field of strategic communication.

Theatre Learning Goals

1. Graduates of all concentrations in theatre will communicate effectively in speaking and writing. They will become proficient delivering public presentations, working in group situations, and interacting interpersonally. Students will also learn to write effectively for a variety of purposes and audiences.
2. Graduates of all concentrations in theatre will be able to think logically and critically. Theatre students should be proficient in the following: developing problem-solving approaches, conducting research, analyzing evidence and sources of evidence, distinguishing between sound and fallacious reasoning, and analyzing and evaluating texts and messages.
3. Students will possess an in-depth knowledge of the field of theatre. This will include major theoretical foundations in theatre. Students will also be able to utilize such information in practical applications of the theories and concepts.
4. Graduates of all concentrations in theatre will function effectively in a culturally diverse community and a global society.

Department Policies

- **GPA** A student must have a Grade Point Average of 2.0 or higher to graduate.
- **Graduation Requirements** Students must complete all General Education and Bachelor of Arts requirements. For a major in Communication Studies, students must complete all courses listed in the program's degree plan. In total, students must have completed with a C or higher all required hours of Communication Studies courses, or courses in other departments approved by Communication Studies and listed on the degree plan. To earn a major in Communication Studies, students must take a minimum of 21 hours within the Department. Further, the Department must approve all transfer credits into the major.

- **Transfer Credits** (Resident, Transfer, and Returning Students): Students who originally enrolled at IU Southeast, who have completed the requirements for admission into the Communication Studies program, and who have been continuously enrolled at IU Southeast (no more than three consecutive semesters without enrolling at IUS) are considered resident students. A student transferring from another university, or changes majors within IU Southeast, will be considered a resident student and will be covered by resident student guidelines. Students who have not enrolled at IU Southeast for four or more consecutive semesters are considered returning students.
- **Policies for Accepting Transfer Credit:** Department of Communication Studies policy for those transferring core courses:
  - Prerequisites for core courses must be met (either by completing the course[s] at IU Southeast or through transfer credit from another university) before a student may enroll in the core course.

- All of the core courses must be completed either by taking the appropriate course, or through substitution via a comparable course transferred from another institution or department.
- The authority to decide which, if any, courses will be accepted for transfer credit will rest with the consent of the faculty of the Communication Studies Department.
- Transfer students must also meet the distribution and graduation requirements as they appear in the IU Southeast *Bulletin.*

- **Returning Students:** Returning students must meet the distribution and major requirements as outlined in the IU Southeast *Bulletin* for the term in which they re-enroll. Core courses completed more than five years prior to re-enrollment will be accepted for credit on a case by case basis to be determined by the Department of Communication Studies faculty. All students (resident, transfer, and returning) must meet the B.A. requirements for distribution and major courses outlined in the IU Southeast *Bulletin*.
- **University Policies**: Students must adhere to all university policies and rules as described in the IU Southeast *Bulletin* in effect when a student enrolls in the university.
- **Internships:** To register for an internship in the communication area, a student must meet the following requirements:
  - The student must be of junior or senior standing.
  - The student must have a minimum G.P.A. of 2.5 (on a 4.0 scale) and must have a minimum G.P.A. of 2.5 in the Communication Studies area.
  - The student must have taken at least three, 3-credit core courses at the 200- level or above.
  - Students with Communication Studies majors will have priority over other students when selecting internships with advisors from the Communication Studies faculty.
  - It is recommended that a student will have taken at least one course with the professor he/she chooses as the faculty advisor for the internship. The faculty member must consent to serving as the advisor for the student.
  - Internship descriptions must be approved by the Communication Studies faculty to assure that the proposed internship is worthy of credit toward a Communication Studies major.
  - If a student wishes to serve two internships with the same company, it must be verified that the experiences in the second internship experience will be significantly different and pose different challenges than those in the first internship.

- **Requirements for Fulfilling COAS-S 399:**
  - The student must meet with his/her advisor at midterm and again at the end of the internship.
  - The final evaluation made by the faculty advisor will be based on the following:

- A weekly log prepared by the intern. The intern will record the activities of the week and his/her responses and reactions to those activities.
- Employer evaluations.
- Sample materials: letters, projects, etc. prepared by the student in the internship experience.
- Final paper - the intern will prepare an 5-6 page final paper with proper documentation. In this paper, the student will relate internship experiences to topics and theories discussed in Communication Studies coursework.

Scholarships/Awards

Outstanding Communication Studies Student

Communication - Organizational Communication Track (Bachelor of Arts)

Major Specific General Education Requirements for Organizational Track

The following courses not only satisfy a General Education Requirement (indicated in parentheses) but are also specific requirements for the Organizational Communication Track.

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses that are also requirements or pre-requisites for course work in the school/major.

- COMM-S 121 Public Speaking
- COMM-S 122 Interpersonal Communication

Major Specific Requirements in the Organizational Track

All Organizational Communication students complete all courses below. All courses are three credit hours unless otherwise noted.

- COAS-S 154 Pathways (1 cr.)
- COAS-S 399 Internship
- COMM-S 210 Survey of Comm Studies (1 cr.)
- COMM-S 223 Business & Professional Communication
- COMM-S 229 Group and Team Communication
- COMM-S 247 Research Writing in Communication Studies
- COMM-S 306 Leadership
- COMM-S 307 Crisis Management
- COMM-S 321 Organizational Conflict Resolution
- COMM-S 324 Persuasion
- COMM-S 400 Senior Seminar in Comm Studies (2 cr.)
- COMM-S 405 Communication Theory
- COMM-S 424 Research in Comm Studies
- COMM-S 440 Organizational Communication

Complete two of the following:

- COMM-S 327 Interviewing Principles and Practices
- COMM-S 336 Current Topics in Communication
- COMM-S 353 Advanced Public Speaking
- COMM-S 392 Health Communication
- COMM-S 398 Independent Study in Communication

Complete one of the following:
- COMM-S 392 Health Communication
- COMM-S 427 Intercultural Communication
- COMM-S 450 Gender and Communication

Journalism, Media, and Strategic Communication (Bachelor of Arts)
Degree Requirements

Students pursuing the Bachelor of Arts in Journalism, Media, and Strategic Communication must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirment (15 cr.)
- Journalism, Media, and Strategic Communication Core (30 cr.)
- Track Requirements (22-39 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

Journalism, Media, and Strategic Communication Core (30 cr.)

- COMM-I 324 Persuasion in Strategic Communication
- COMM-I 424 Strategic Communication Research Methods
- COMM-S 210 Survey of Communication Studies 1 cr.
- JOUR-C 200 Introduction to Mass Communication
    - This course also satisfies General Education Social and Behavioral Science

- JOUR-J 170 Wordsmithing 2 cr.
- JOUR-J 200 Reporting, Writing, and Editing I
    - This course also satisfies General Education Written Communication II

- JOUR-J 210 Visual Communication
- JOUR-J 255 Media Ethics
- JOUR-J 300 Communications Law
- JOUR-J 301 Social Media Strategies
- MATH-A/M 118 Finite Mathematics for the Social and Biological Sciences/Finite Mathematics
    - This course also satisfies General Education Quantitative Reasoning

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Select One Track

Tracks Offered

- Multimedia Journalism
- Strategic Communication

Multimedia Journalism Track (22 cr.)

- JOUR-J 303 Online Journalism
- JOUR-J 307 Media Career Planning 1 cr.
- JOUR-J 344 Photojournalism Reporting
- JOUR-J 362 Journalism Multimedia Storytelling
- JOUR-J 494 Digital Media Practicum
- JOUR-J 494 Digital Media Practicum
- Electives
  - Complete 6 credit hours of electives beyond courses already required for the major or track. Any course with a JOUR-J or COMM-I prefix is acceptable. A for-credit internship in journalism, PR or related field may be counted as an elective.

Strategic Communication Track (39 cr.)

- BUS-M 300 Introduction to Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 450 Marketing Strategy
- COMM-I 102 Introduction to Strategic Communication
- COMM-I 202 International and Cross-Cultural Advertising
- COMM-I 311 Copywriting in Advertising
- COMM-I 334 Public Relations in Strategic Communication
- COMM-I 337 Digital Advertising Strategies
- COMM-I 345 Advertising Media Planning
- COMM-I 347 Strategic Communication Campaigns
- COMM-I 440 Advertising Strategies
- COMM-I 441 Advanced Integrated Strategic Communication Planning
- COMM-S 307 Crisis Management

Journalism, Media, and Strategic Communication (Bachelor of Science)

Degree Requirements

Students pursuing the Bachelor of Science in Journalism, Media, and Strategic Communication must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Journalism, Media, and Strategic Communication Core (30 cr.)
- Track Requirements (22-39 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- A minimum GPA of 2.0 is required

- Courses are 3 credit hours unless otherwise noted

Journalism, Media, and Strategic Communication Core (30 cr.)

- COMM-I 324 Persuasion in Strategic Communication
- COMM-I 424 Strategic Communication Research Methods
- COMM-S 210 Survey of Communication Studies 1 cr.
- JOUR-C 200 Introduction to Mass Communication
  - This course also satisfies General Education Social and Behavioral Science

- JOUR-J 170 Wordsmithing 2 cr.
- JOUR-J 200 Reporting, Writing, and Editing I
  - This course also satisfies General Education Written Communication II

- JOUR-J 210 Visual Communication
- JOUR-J 255 Media Ethics
- JOUR-J 300 Communication Law
- JOUR-J 301 Social Media Strategies
- MATH-A/M 118 Finite Mathematics for the Social and Biological Sciences/Finite Mathematics
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Select One Track

Tracks Offered

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- Strategic Communication

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- Electives
  - Complete 6 credit hours of electives beyond courses already required for the major or track. Any course with a JOUR-J or COMM-I prefix is acceptable. A for-credit internship in journalism, PR or related field may be counted as an elective.

Strategic Communication Track (39 cr.)

- BUS-M 300 Introduction to Marketing
- BUS-M 405 Consumer Behavior
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- COMM-I 102 Introduction to Strategic Communication
- COMM-I 202 International and Cross-Cultural Advertising
- COMM-I 311 Copywriting in Advertising
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- COMM-I 337 Digital Advertising Strategies
- COMM-I 345 Advertising Media Planning
- COMM-I 347 Strategic Communication Campaigns
- COMM-I 440 Advertising Strategies
- COMM-I 441 Advanced Integrated Strategic Communication Planning
- COMM-S 307 Crisis Management

Minor in Communication

Program Requirements

To earn a minor in Communication, a student must complete 15 credit hours with a grade of C or higher. A student must complete the two classes listed below and three additional SPCH-S or SPCH-C classes in communication at the 200 level or above. At least two of the courses must be at the 300 level or above. Independent study course work (SPCH-S398) and Internships (COAS-S 399) will not count towards satisfying course requirements for the minor.

Required Courses

- COMM-S 121 Public Speaking
- COMM-S 122 Interpersonal Communication
- SPCH 200-400 Level
- SPCH 300-400 Level

Strategic Communication Minor

This minor introduces students to all of the components of Strategic Communication: advertising, marketing, branding, and public relations. While the minor will not provide them with all the tools necessary for a career in Strategic Communication, it will supplement other degrees and make students more marketable for prospective employers.

General Requirements

Students pursuing the minor in Strategic Communication must complete the following requirements

- 15 credit hours of strategic communication courses
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- COMM-I 102 Introduction to Strategic Communication
- COMM-I 334 Public Relations in Strategic Communication
- COMM-I 337 Digital Advertising Strategies
- COMM-I 347 Strategic Communication Campaigns
- COMM-I 440 Advertising Strategies

English

The IU Southeast English Department helps students develop the analytic and communication skills they need to compete in the evolving world market of critical ideas.

Contact Information

Arts and Letters Office: (812) 941-2342

Website: https://www.ius.edu/english/

Academics
Undergraduate Degrees

- Bachelor of Arts
    - Literature
    - Writing

Undergraduate Certificates

- Creative Writing
- Professional Writing

Minors

- Creative Writing Minor
- Literature Minor
- Professional Writing Minor
- Writing Minor

Program Information
Mission/Vision Statement:

The IU Southeast English Department offers programs in writing and literature that foster students' intellectual growth, creativity, collaborative skills, technological expertise, multicultural awareness, and engaged citizenship. The department is devoted to an innovative curriculum that preserves literary and rhetorical traditions while encouraging lifelong learning. We teach students, both as readers and writers, to see working with texts as an opportunity to engage with history, philosophy, and culture and as a means of participating responsibly in a diverse and challenging world.

Our curriculum equips students to succeed in a variety of educational and career paths, from going to graduate school in Literature or Rhetoric and Composition, pursuing an MFA in Creative Writing, or embarking upon careers in fields ranging from social media to law. For students interested in more traditional career paths, particularly those leading to teaching and to graduate school, IU Southeast offers a scholarly environment that exposes students to the literatures of various periods and cultures, the discipline of literary criticism, and the different theories and methods associated with the study of writing. Similarly, students planning to pursue careers as writers can build portfolios that showcase a range of writing experiences, including technical writing and writing for the web. The flexibility and complementary strengths of the English Department faculty have enabled our students to combine courses in economics, management, human relations, and organizational theory within their English majors, making them more attractive to businesses, public service institutions, and nonprofit organizations.

All English majors take core classes that include surveys of British and American literature; an introduction to literary criticism and such methods of interpretation as gender criticism and reader-response theory; and an introduction to rhetorical theory and history. After completing the core, majors may concentrate in either Literature or Writing. Many choose to concentrate in both, making them especially well rounded as English majors and giving them additional skills and opportunities for future work and study. The Literature concentration guides students through a wide range of literatures in English,

including multicultural literatures, literatures in translation, major author studies, and research-intensive coursework. The Writing concentration introduces students to the evolution and use of the English language, and then provides majors with experience in several forms of writing, including academic professional and technical writing, creative writing, and public and digital writing. The capstone courses in both Writing and Literature allow students to introduce their work to public audiences by presenting at conferences, publishing, and applying their skills in workplace settings.

English majors also have many extracurricular opportunities to put what they have learned to practical use. For example, majors earn course credit by joining the staff of the *IU Southeast Review*, which publishes fiction, poetry, book reviews, essays, and photography. They can edit the *IU Southeast Undergraduate Research Journal*, which publishes research articles by students across campus. And they can write for and edit the *Voice*, the annual magazine of the School of Arts and Letters.

The English Department sponsors a campus-wide writing contest each year in which many English majors participate; contest winners are honored each year at the department's Gala. In addition, the student-run English Club has organized such events as writing workshops, poetry readings, and presentations from published writers.

Such experiences both in and out of the classroom lead English majors to succeed both across campus and beyond IUS. In recent years, students majoring in English have been named the Outstanding Alumnus for the School of Arts and Letters and the winner of the prestigious Phi Beta Kappa Award. English majors also excel in the Southern Indiana-Greater Louisville community, regularly taking high places in the Metroversity Writing Contest and recently winning the Literary Leo competition. Many majors go on to competitive graduate programs both locally and abroad, for example at IU Bloomington, Tennessee, Kentucky, and even the University of Sheffield in England, one of the top programs for Philosophy in the English-speaking world. Others use their skills to build careers. In recent years, we have seen our majors enter the fields of teaching, publishing, business and industry, advertising, government, law, communications, and public relations.

Much of this success can be traced to the communal atmosphere, the small class sizes, and the one-on-one interaction with professors, all of which make their years in the IU Southeast English Program a high point for many graduates. One recent graduate wrote, "The professors in the English department remember my name after completing their classes, which shows how small class sizes really make a difference." Another wrote, "I chose the major in English at IU Southeast because it was affordable; I stayed because it is amazing." Another notes the value of a degree in English in any career: "The most important part of my time at IU Southeast has been learning how writing can be used to problem-solve almost any dilemma." Students who have gone on to graduate school have been equally enthusiastic; said one, "My undergraduate education has prepared me for the graduate level equally well as many of my peers who came here from flagship state campuses."

For additional information about the individualized, interactive opportunities available in English at IU Southeast, please see our website at www.ius.edu/English.

Student Learning Goals - Literature Concentration:

1. Students will demonstrate knowledge of literary works.
2. Students will demonstrate literary analysis.
3. Students will examine literary theory.
4. Students will examine literacy.
5. Students will use research methods.

Student Learning Goals - Writing Concentration:

1. English majors will write effectively for specific purposes and audiences.
2. English majors will analyze, interpret, and assess the aesthetic, argumentative and/or ethical value of information.
3. English majors will effectively identify appropriate source materials for specific purposes and audiences.
4. English majors will use computer-based and web-based technologies effectively, appropriately, and ethically for a variety of audiences and purposes.
5. English majors will direct writing and reading beyond the classroom, for example in the workplace, for personal development, or for civic involvement.

School Policies:

All courses and prerequisites fulfilling the requirements for the major must be completed with a grade of C or higher.

Scholarships/Awards:

The Carol Bishop Scholarship is awarded annually to an outstanding student who concentrates in Literature and has taken at least two Literature courses at the 300 level or above. The award has existed since 1996 and has lately entailed substantial sums of money.

English (Bachelor of Arts)
Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."
General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 290 Writing in the Arts and Sciences

Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General

Education courses which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 290 Writing in the Arts and Sciences

Proposed Bulletin Courses

CORE REQUIREMENTS (19 cr):

- ENG-E 199: Careers for English Majors (1 cr)
- ENG-L 310: Literary History I (Beginnings-1700) (3 cr)
- ENG-L 312: Literary History II (Since 1700) (3 cr)

Single Author: Take 1 of the following (3 cr)

- ENG-L 305: Chaucer
- ENG-L 315: Milton
- ENG-L 313: Shakespeare's Early Plays
- ENG-L 314: Shakespeare's Late Plays
- ENG-L 369: British & American Authors

English Language: Take 1 of the following (3 cr)

- ENG-G 205: Intro. to the English Language
- ENG-G 301: History of the English Language
- ENG-L 371: Critical Practices (3 cr)
- ENG-W 371: Rhetorical Practices (3 cr)

ELECTIVES (18 cr)

Research, Writing, & Persuasion: Take 2 of the following (6 cr)

- ENG-W 315: Writing for the Web
- ENG-W 331: Business & Administrative Writing
- ENG-W 350: Advanced Expository Writing
- ENG-W 420: Argumentative Writing

Applied & Experiential Learning: Take 1 of the following (3 cr)

- ENG-W 364: Magazine Editing
- ENG-W 397: Writing Center Theory & Practice
- ENG-W 398: Internship in Writing
- ENG-L 498: Internship in English

* "Experiential" in this context does not include prior work or other creative or intellectual endeavors.

Diversity & Inclusion: Take 1 of the following (3 cr)

- AFRO-A 379: Early Black American Writing
- ENG-L 364: Native American Literature
- ENG-L 370: Recent Black American Writing
- ENG-L 374: Ethnic American Literature
- ENG-L 378: Women in Literature
- ENG-L 383: Studies in Brit. or Commonwealth Culture
- ENG-L 389: Feminist Literary and Cultural Criticism

Additional Electives (6 cr)

- Take 2 additional courses with an ENG prefix at the 300- level or higher; or take up to 2 courses from majors other than English at the 300-level or higher. Courses from other majors should reflect a student's educational and/or career interests and must be approved by the Program Coordinator

CAPSTONE (3 cr)

- ENG-E 450: Capstone Seminar

Minor in Creative Writing
Policies

- All courses and prerequisites fulfilling the requirements for minors or certificates in English must be completed with a grade of C or higher.
- The overall GPA for any English minor or certificate must be 3.0.

Student Learning Outcomes

1. **Knowledge of Craft Terms and Concepts:** The student will become knowledgeable in essential craft terms and concepts in fiction, poetry, or creative nonfiction.

2. **Competency in Creative Writing:** The student will develop competency in creating original works in fiction, poetry, or creative nonfiction.

3. **Competency in Revision:** The student will be able to meaningfully revise original creative writing and incorporate suggestions from peers and instructors.

4. **Competency in Critiquing Creative Writing:** The student will learn to meaningfully critique drafts of other student writers applying craft terms and concepts, participate in workshops, and prepare workshop reports.

5. **Competency in Analyzing Creative Writing:** The student will be able to analyze works by major authors of fiction, poetry, and creative nonfiction in analytic essays and scholarly articles.

6. **Appreciation of Literature and Literary Culture:** The student will develop aesthetic values and appreciate literature and literary culture by reading important works and analyzing them, participating in university and community events featuring readings and lectures, participating in the university and community literary scene, and attending cross-cultural and cross-media events such as plays and gallery shows, to understand the interrelatedness of the arts.

Creative Writing Minor Requirements

- ENG-W 206 Introduction to Creative Writing
- ENG-L 371 Critical Practices

Two of the following three:

- ENG-W 301 Fiction
- ENG-W 303 Poetry
- ENG-W 311 Creative Nonfiction

One of the following:

- ENG-W 401 Advanced Fiction
- ENG-W 403 Advanced Poetry
- ENG-W 411 Advanced Creative Nonfiction

Complete one additional English Literature Elective:

- ENG-L varies one 300-400 Level English Literature Elective

(ENG-L351, L352, and L354 may not be used to satisfy this requirement)

Eighteen (18) credit hours including:

Minor in Literature
School Policies

All courses and prerequisites fulfilling the requirements for minors in English Literature must be completed with a grade of C or higher. English majors may count no more than two online and/or correspondence courses toward the major in English. Only one such course may count toward the minor in English. Students may request departmental consent for exception.

Minor Requirements

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 131 Elementary Composition

Specific Requirements for Minor in Literature

Eighteen (18) credit hours at the 200 level or above, including:

- ENG-L 202 Literary Interpretation **OR** ENG-L 371 Critical Practices

Nine credit hours (3 courses) chosen from the following (one from the English Literature selections, one from the American Literature selections, and one from either):

- ENG-L 297 English Literature to 160
- ENG-L 298 English Literature from 1600-1830
- ENG-L 299 English Literature from 1830
- ENG-L 351 American Literature to 1865
- ENG-L 352 American Literature from 1865-1914
- ENG-L 354 American Literature since 1914

Upper Division Electives*

Six credit hours (2 courses) of electives at the 300- to 400- level chosen from courses designated ENG-L (excluding ENG-L 351, ENG-L 352, ENG-L354, and ENG-L 460). Students should consult the course descriptions and semester-specific course schedules for more information on electives in Literature.

Note: ENG-L 140 and either ENG-L 202/ENG-L 371 or one American or British Literature survey course (e.g. ENG-L 297, ENG-L 298, ENG-L 299, ENG-L 351, ENG-L 352, ENG-L 354) are required before students can take any 300- or 400-level elective in literature. Instructors may grant permission to enroll in exceptional circumstances.

Minor in Professional Writing
School Policies

All courses and prerequisites fulfilling the requirements for minors in English must be completed with a grade of C or higher.

Minor Requirements

Eighteen (18) credit hours including:
Specific Requirements for Minor in Professional Writing

- ENG-W 234 Technical Report Writing
- ENG-W 315 Writing for the Web
- ENG-W 331 Business & Administrative Writing
- ENG-W 364 The Art of Magazine Editing for Publication & Production
- ENG-W 395 Independent Study of Writing Topic: The Art of Magazine Writing *(Beginning Fall 2018 this course is replaced by ENG-W 426)*
- ENG-W 426 Writing Nonfiction for Popular and Professional Publication
- ENG-W 398 **OR** COAS-S 399 Internship in Writing (must involve a substantial writing and/or communication component and must be approved by writing faculty)

Minor in Writing
School Policies

All courses and prerequisites fulfilling the requirements for minors in English must be completed with a grade of C or higher.

Minor Requirements

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the minor.

- ENG-W 131 Reading, Writing, & Inquiry I

Eighteen (18) credit hours at the 200 level or above, including:

Specific Requirements for Minor in Writing

- ENG-G 205 Introduction to the English Language
- ENG-W 206 Introduction to Creative Writing
- ENG-W 350 Advanced Expository Writing

One of the following:

- ENG-W 231 Professional Writing Skills; OR
- ENG-W 234 Technical Report Writing; OR
- ENG-W 290 Writing in the Arts and Sciences; OR
- ENG-W 315 Writing for the Web
- ENG-W 364 Art of Magazine Editing for Publication and Production
- ENG-W 371 Rhetorical Practices
- ENG-W 395 Individual Study of Writing: The Art of Magazine Writing *(Beginning Fall 2018 this course is replaced by ENG-W 426)*
- ENG-W 426 Writing Nonfiction for Popular and Professional Publication

One of the following:

- ENG-W 270 Argumentative Writing, **OR**
- ENG-W 420 Argumentative Writing **AND**
- ENG-W 200+ Any elective designated ENG-W at the 200 level or higher (W 270 and W 420 may not both be taken). Students should consult the course

descriptions and semester-specific course schedules for more information on electives in Writing.

Certificate in Creative Writing

Policies:

- All courses and prerequisites fulfilling the requirements for minors or certificates in English must be completed with a grade of C or higher.
- The overall GPA for any English minor or certificate must be 3.0.
- English majors may count no more than two online and/or correspondence courses toward the minor or certificate. Students may request departmental consent for exception.

Student Learning Outcomes

1. **Knowledge of Craft Terms and Concepts:** The student will become knowledgeable in essential craft terms and concepts in fiction, poetry, or creative nonfiction.

2. **Competency in Creative Writing:** The student will develop competency in creating original works in fiction, poetry, or creative nonfiction.

3. **Competency in Revision:** The student will be able to meaningfully revise original creative writing and incorporate suggestions from peers and instructors.

4. **Competency in Critiquing Creative Writing:** The student will learn to meaningfully critique drafts of other student writers applying craft terms and concepts, participate in workshops, and prepare workshop reports.

5. **Competency in Analyzing Creative Writing:** The student will be able to analyze works by major authors of fiction, poetry, and creative nonfiction in analytic essays and scholarly articles.

6. **Appreciation of Literature and Literary Culture:** The student will develop aesthetic values and appreciate literature and literary culture by reading important works and analyzing them, participating in university and community events featuring readings and lectures, participating in the university and community literary scene, and attending cross-cultural and cross-media events such as plays and gallery shows, to understand the interrelatedness of the arts.

Creative Writing Certificate Requirements
Fifteen (15) credit hours including:

- ENG-W 203 Creative Writing
- ENG-L 371 Literary Interpretation

Two of the following three:

- ENG-W 301 Fiction
- ENG-W 303 Poetry
- ENG-W 311 Creative Nonfiction

Complete one additional English Literature Elective

- ENG-L varies Take one additional 300-level Literature course (ENG-L351, L352, & L354 may not be used to satisfy this requirement.)

Certificate in Professional Writing
Specific Requirements for Certificate in Professional Writing
Complete the following courses for a minimum of 18 credit hours. A minimum grade of C is required for each course in the certificate, and only one course may be taken online.

- ENG-W 234 Technical Report Writing
- ENG-W 315 Writing for the Web
- ENG-W 331 Business & Administrative Writing
- ENG-W 364 The Art of Magazine Editing for Publication & Production
- ENG-W 395 Independent Study of Writing (Topic: The Art of Magazine Writing)
- Varies Take one additional course approved by faculty.
  Recommended: ENG-W405, ENG-W398 or COAS-S399, or online elective within the IU system as approved by the Writing Faculty)

Fine Arts
The IU Southeast Fine Arts program is among the strongest at the Southeast campus due to its distinguished faculty, students, and ability to form liaisons with local and regional fine arts programs and organizations. The Fine Arts at IU Southeast is a challenging, innovative, and supportive learning program committed to the intellectual and social growth of students, and to the cultural well-being of the region.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/fine-arts/

Academics
Undergraduate Degrees

- Bachelor of Art in Fine Arts
  - Art History Concentration
  - Studio Arts Concentration

- Bachelor of Fine Arts
  - Ceramics
  - Digital Art
  - Drawing
  - Graphic Design
  - Painting
  - Printmaking

- Bachelor of Science in Art Education

Minors

- Art History Minor
- Digital Photography and Video Art Minor
- Fine Arts Minor (Non-Majors)
- Studio Art Minor (Fine Arts Majors)
  - Ceramics
  - Digital Art
  - Digital Photography
  - Drawing
  - Graphic Design
  - Painting
  - Printmaking

Certificates

- Digital Photography and Digital Art

Program Information
Mission Statement

The mission of the Fine Arts program at Indiana University Southeast is to continuously design, build, and implement high quality programs of study in the visual arts and art history that support, integrate, and contribute to the missions of the School of Arts and Letters and the University. The program affirms and nurtures the intellectual and creative spirits of each individual while providing knowledge and structure to promote the appreciation and understanding of art and art history and of their contributions to the cultures and histories of humanity. Each student is encouraged to develop their own unique vision and critical thinking methods, and to come to a greater understanding and appreciation of the diverse responses and contributions of others. Students will explore how and why they work creatively, as well as develop appreciation for art in both a contemporary and historical context.

Art History Learning Goals

1. Students will develop art historical literacy.
2. Students will exhibit an understanding of the role of art in social and historical contexts.
3. Students will exhibit analytical and critical abilities.
4. Students will conduct art historical research and write effective academic discourse demonstrating information literacy.
5. Students will be able to speak effectively about art.

Fine Arts Studio Learning Goals

1. Students will demonstrate their ability to conceptualize their ideas visually.
2. Students will demonstrate their ability to express their interests and goals as artists and designers.
3. Students will analyze and evaluate their own art.
4. Students will describe, analyze, interpret and evaluate the work of other artists and designers.
5. Students demonstrate their knowledge of the vocabulary and concepts used in the study and creation of art.

Fine Arts Program Studio Policies

Students are responsible for degree requirements and the Fine Arts program polices which include:

- Foundations Portfolio Review: All Fine Arts students must have a foundations portfolio review. Passing the review is required prior to entering the BA in Studio Art, the BFA, and the BS in Art Education is independent of all studio grades. The portfolio review will also be used to identify weaknesses in a student's progress. During the portfolio review, artwork is formally evaluated.
- Professional Disposition: The IU Southeast Fine Arts Program has determined that a student's demonstration of professional disposition and their adherence to specified minimum standards of conduct are essential to the successful participation in and completion of the program. The IU Southeast

Fine Arts Disposition Code is a program-level set of minimum standards that complements but does not supersede the broader IU Code of Students Rights, Responsibilities, and Conduct. The specific standards of the code and its implementation will be made available to students in course syllabi.
- Senior Year Requirements: During the spring semester of senior year, students participate in an exhibition of their work or a career day event for graphic design majors.
- Art Transfer Credit Review: Transfer students with art credit from other institutions must have a transfer portfolio review in order to determine which courses from other institutions will be accepted as satisfying the Indiana University Southeast Fine Arts studio requirements. For guidelines for submitting a transfer portfolio, please contact the School of Arts and Letters Academic Advising office.
- Academic Standing in Fine Arts Studio Courses: Students must receive a grade of C or higher in all studio and art history courses. A student can repeat a course no more than two times. If the required course is not passed with a grade of C or higher a student will not be allowed to continue in the program.

Fine Arts Scholarships and Awards

- Outstanding Student Award
- Martha K. Stem Scholarship
- Kate Torp Scholarship
- Rebecca Jennings Award
- Adam Woeppel Scholarship
- John R. Guenther Memorial Art Scholarship

Bachelor of Arts in Fine Arts (Art History Concentration)
Degree Program Admission Requirements

Students desiring a B.A. in Fine Arts with an Art History Concentration should request acceptance after the completion of FINA- A101 (Ancient and Medieval Art), FINA- A102 (Renaissance through Modern Art), and FINA-A150 (Africa, New World and Oceanic Art) with a C or better in each course.

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 290 Writing in the Arts and Sciences
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 150 African, New World and Oceanic Art
- (FINA-A 458 may be substituted for FINA-A 150. Both may not be taken for credit. However, only FINA-A 150 fulfills the General Education diversity requirement.)

Core Program

The following courses are required of all Fine Arts majors seeking a concentration in Art History. FINA-A 458 Topics in the Ethnographic Arts may be substituted for FINA-A150 Africa, New World and Oceanic Art. FINA-A 150 and FINA-A 458 may not both be taken for credit.

Academic Standing in Fine Arts Art History Courses

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 150 African, New World and Oceanic Art
- FINA-A 400 Senior Seminar in Art History, Capstone Course

Students must receive a grade of C or higher in all art history courses. Any course for which the student did not receive a full C must be retaken or considered an elective. In the latter case, a different art history course at the same level and category may be substituted for the deficient course.

Specific Requirements for Major

In addition to FINA-A 101, FINA-A 102, FINA-A 150, and FINA-A 400, students will choose an additional six courses (18 hours) from the following lists. At least one must be from a European derived tradition and at least one from an Indigenous tradition.

European Derived Traditions

- FINA-A 315 Art of the Ancient World
- FINA-A 322 Romanesque and Gothic Art
- FINA-A 343 American Art
- FINA-A 403 Baroque and Rococo Art
- FINA-A 404 Modernism: Art, Politics, and Innovation, 1850 – 1900
- FINA-A 405 Art of the Northern Renaissance
- FINA-A 406 Art of the Italian Renaissance
- FINA-A 439 The Historical Avant-Gardes: Art from 1900 to 1945
- FINA-A 440 19^t-Century Art I
- FINA-A 457 Experimental Art Since 1945
- FINA-A 477 History of Photography
- FINA-A 485 Women and Gender in the Visual Arts

Indigenous Traditions
- FINA-A 362 Art of Japan
- FINA-A 402 Arts of Native North America
- FINA-A 451 Art of the South Pacific
- FINA-A 452 Art of Pre-Columbian America
- FINA-A 458 Topics in the Ethnographic Arts

(FINA-A150 and FINA-A458 may not both be taken for credit)

Variable Topics (May fulfill either category based on the specific subject matter)

- FINA-A 490 Topics in Art History (3cr. repeatable)
- FINA-A 495 Readings and Research in Art History (1 – 4 cr. repeatable for a total of 9)

Capstone

- FINA-A 400 Senior Seminar in Art History, Capstone Course

To be taken in Junior or Senior year.

Bachelor of Arts in Fine Arts (Studio Arts Concentration)

Program Description

The Bachelor of Arts in Fine Arts with a Studio Arts Concentration offers students a broader range of options, permitting them to combine their study in fine arts with a well-rounded liberal arts education. Students in the B.A. in Studio Arts focus their studies in two studio areas. Studio areas include Ceramics, Digital Art, Drawing, Graphic Design, Painting, and Printmaking.

Common Requirements/Core Program: All fine arts students are required to take a core set of classes.

- FINA-F 100 Fundamental Studio—Drawing
- FINA-F 101 Fundamental Studio— 3D
- FINA-F 102 Fundamental Studio— 2D
- FINA-D 210 Digital Art: Survey and Practice
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art

General Education Requirement

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses, which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 290 Writing in the Arts and Sciences

Permission required for all studio courses beyond the foundation level. The School of Arts and Letters advisor must approve any exceptions.

200-level Studio Courses

All B.A. students in Fine Arts must take the required 200-level course in each of the six studio concentration areas.

Upper-Level Requirements for Completion of B.A. in Fine Arts with a Studio Arts Concentration:

Students take 15 credits of 300 and 400-level courses from two studio areas. These studio areas will be identified during the 200-level sequence of studio courses. The fine arts faculty will exercise final approval of any areas of focus selected by students.

Students must take these courses in addition to the required fundamental, all 200-level studios, and 300 and 400-level courses from two studio areas.

- FINA-U 401 Special Topics in Studio Art or any additional 300- or 400-level studio course
- FINA-A 401 Art Theory - Senior (BA Seminar)
- FINA-G 405 BA Senior Exhibit
- FINA-A 457 Experimental Art Since 1945
- FINA-A 300 or 400 level non-Western art history

B.A Capstone

All B.A. Fine Arts (Studio Art) students must take FINA-A 401 (B.A. Seminar) in the fall semester before their graduation. In addition, in spring semester before graduation all B.A. Fine Arts (Studio Art) students are required to take FINA-G 405 (B.A Senior Exhibit), which includes a formal exhibition of their work.

Minor in Art History

Mission Statement

The mission of the Fine Arts program at Indiana University Southeast is to continuously design, build, and implement high quality programs of study in the visual arts and art history that support, integrate, and contribute to the missions of the School of Arts and Letters and the University. The program affirms and nurtures the intellectual and creative spirits of each individual while providing knowledge and structure to promote the appreciation and understanding of art and art history and of their contributions to the cultures and histories of humanity. Each student is encouraged to develop their own unique vision and critical thinking methods, and to come to a greater understanding and appreciation of the diverse responses and contributions of others. Students will explore how and why they work creatively, as well as develop appreciation for art in both a contemporary and historical context.

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/minor.

- ENG-W 290 Writing in the Arts and Sciences
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 150 African, New World and Oceanic Art
- (FINA-A 458 may be substituted for FINA-A 150. Both may not both be taken for credit. Only FINA-A 150 fulfills the General Education diversity requirement.)

Core Program

The following courses are required for a minor in Art History. FINA-A 458 Topics in the Ethnographic Arts may be substituted for FINA-A150 Africa, New World and Oceanic Art. FINA-A150 and FINA-A458 may not both be taken for credit.

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 150 African, New World and Oceanic Art
- (FINA-A 458 may be substituted for FINA-A 150.)

Academic Standing in Fine Arts History Courses

Students must receive a grade of C or higher in all art history courses. Any course for which the student did not receive a full C must be retaken or considered an elective. In the latter case a different art history course at the same level and category may be substituted for the deficient course.

Specific Requirements for Minor

In addition to FINA-A 101, FINA-A 102, and FINA-A 150, students will choose an additional two courses (6 hours) from the following lists. At least one course must be from a European derived tradition and at least one from an Indigenous tradition.

European Derived Traditions

- FINA-A 315 Art of the Ancient World
- FINA-A 322 Romanesque and Gothic Art
- FINA-A 403 Baroque and Rococo Art
- FINA-A 404 Modernism: Art, Politics, and Innovation, 1850 – 1900
- FINA-A 405 Art of the Northern Renaissance
- FINA-A 406 Art of the Italian Renaissance
- FINA-A 439 The Historical Avant-Gardes: Art from 1900 to 1945
- FINA-A 440 19^{t}-Century Art 1
- FINA-A 457 Experimental Art Since 1945

Indigenous Traditions

- FINA-A 362 Art of Japan
- FINA-A 402 Arts of Native North America
- FINA-A 451 Art of the South Pacific
- FINA-A 458 Topics in the Ethnographic Arts
- (FINA-A 150 and FINA-A 458 may not both be taken for credit.)

Variable Topics (May fulfill either category based on the specific subject matter)

- FINA-A 490 Topics in Art History (3cr. repeatable)
- FINA-A 495 Readings and Research in Art History (1 – 4 cr. repeatable for a total of 9 cr.)

Students must also complete a 400 level Senior Seminar in Art History: To be taken in Junior or Senior year.

- FINA-A 400 Senior Seminar in Art History

Minor in Digital Photography and Video Art

General Requirements

Students pursuing a minor in Digital Photography and Video Art must complete the following requirements:

- 18 credit hours
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- FINA-D 210 Digital Art: Survey and Practice
- FINA-S 217 Introduction to Video Art
- Complete one of the following
    - FINA-S 310 Photography
    - FINA-S 291 Fundamentals of Photography

- FINA-D 312 Intermediate Multimedia
- FINA-S 490 Advanced Photography I
- Complete one of the following
    - FINA-S 491 Advanced Photography II
    - JOUR-J 344 Photojournalism Reporting

Minor in Fine Arts

Fine Arts Program Studio Policies and Degree Requirements

Students are responsible for degree requirements and the Fine Arts Department polices which include:

- **Professional Disposition:** The IU Southeast Fine Arts Program has determined that a student's demonstration of professional disposition and his/her adherence to specified minimum standards of conduct are essential to the successful participation in and completion of the program. The IU Southeast Fine Arts Disposition Code is a program level set of minimum standards that complements but does not supersede the broader IU Code of Students Rights, Responsibilities, and Conduct. The specific standards of the code and its implementation will be made available to students in course syllabi.
- **Art Transfer Credit Review:** Transfer students with art credit from other institutions must have a transfer portfolio review in order to determine which courses from other institutions will be accepted as satisfying the Indiana University Southeast Fine Arts studio requirements. For guidelines for submitting a transfer portfolio, please contact the School of Arts and Letters Academic Advising office.
- **Academic Standing in Fine Arts Studio Courses:** Students must receive a grade of C or higher in all studio and art history courses. A student can repeat a course no more than two times. If the required course is not passed with a grade of C or higher a student will not be continued in the program.

Minor Specific Requirements - 18 credit hours

- FINA-F 100 Fundamental Studio - Drawing
- FINA-F 101 Fundamental Studio - 3D

 Choose 1:

- FINA-F 102 Fundamental Studio - 2D
- FINA-D 210 Digital Art: Survey and Practice

 Select one of the following tracks:

 Track 1 (pre-requisites: FINA-F 100, FINA-F 101, FINA-D 210)

Select 2 of the following:

- FINA-S 260 Ceramics 1
- FINA-S 250 Graphic Design 1
- FINA-S 217 Video Art

 Select a 300-Level Studio Course

 Track 2 (pre-requisites FINA-F 100, FINA-F 101, FINA-F 102):

Select 2 of the following:

- FINA-S 260 Ceramics 1
- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 240 Printmaking 1

 Select a 300-level Studio Course

Studio Art Minor (Fine Art Degree)

The minor for students pursuing the BFA or BA in studio allows Fine Arts students to gain more experience in an area outside of their BFA or BA curriculum. The studio minor facilitates an even broader experience in studio

studies by providing students the opportunity to explore another studio area of focus with greater depth.

Painting (15 cr.)

Complete the following courses:

- FINA-S 345 Life Drawing
- FINA-S 331 Painting II* 6 (take twice)
- FINA-S 431 Painting III* 6 (take twice)

Drawing (15 cr.)

Complete the following courses:

- FINA-S 301 Drawing II*
- FINA-S 306 Digital Illustration
- FINA-S 345 Life Drawing
- FINA-S 401 Drawing III* 6 (take twice)

Ceramics (15 cr.)

- FINA-S 361 Ceramics II*
- FINA-S 461 Ceramics III*
- FINA-S 463 Topics in Studio Ceramics

Printmaking (15 cr.)

Choose 3 (9 units):

- FINA-S 341 Printmaking - Intaglio
- FINA-S 343 Printmaking II - Lithography
- FINA-S 344 Printmaking II - Silkscreen
- FINA-S 348 Printmaking II - Relief

Choose two (6 units):

- FINA-S 441 Printmaking III - Intaglio
- FINA-S 443 Printmaking III - Lithography
- FINA-S 445 Relief Printmaking Media

Graphic Design (15 cr.)

- FINA-S 310 Photography**
- FINA-P 323 Web Design**
- FINA-S 351 Typography
- FINA-S 305 Design Center*
- FINA-S 451 Advanced Graphic Design*

**FINA-S 310 - If this course has been taken as an elective or is required by a BFA concentration area, e.g. Digital Art, students would need to take more of FINA-S 305 and FINA-S 451.

**FINA-P 323 - If this course has been taken as an elective or is required by a BFA concentration area, e.g. Digital Art, students would need to take more of FINA-S 305 and FINA-S 451.

Digital Art (15 cr.)

- FINA-S 310 Photo**
- FINA-P 323 Web Design**
- FINA-D 312 Intermediate Media*
- FINA-D 410 Advanced Multimedia*

**FINA-S 310 - If this course has been taken as an elective or is required by a BFA concentration, e.g.

Graphic Design, students would need to take more of FINA-D 312 and FINA-D 410.

***FINA-P 323 - If this course has been taken as an elective or is required by a BFA concentration area, e.g. Graphic Design, students would need to take more of FINA-D 312 and FINA-D 410.*

*Repeatable studio courses

Digital Photography (15 cr.)

Fine Arts Majors with an emphasis in Digital Art will be required to take 3 more credit of Advanced Photography II in place of Intermediate Multimedia.

- FINA-S or
- FINA-S 310
- 291 Photography**
- Fundamentals of Photography
- FINA-D 312 Intermediate Multimedia
- FINA-A 477 History of Photography
- FINA-S 490 Advanced Photography I
- FINA-S 491 Advanced Photography II

Bachelor of Fine Arts (B.F.A.)
Program Description

The B.F.A. is for the student who seeks a professional degree that can lead to continued study on the graduate level or for the student who plans to make a career in Fine Arts. Acceptance into the B.F.A. program requires a formal application and portfolio review of artwork consistent with the intended concentration. A component of the BFA program requires students to participate and present in oral critiques of artwork completed and in progress. Studio Areas/concentrations include Ceramics, Digital Art, Drawing, Graphic Design, Painting, and Printmaking.

Common Requirements/Core Program: All B.F.A. students are required to take a core set of classes in the program.
- FINA-F 100 Fundamental Studio - Drawing
- FINA-F 101 Fundamental Studio - 3D
- FINA-F 102 Fundamental Studio - 2D
- FINA-D 210 Digital Art: Survey and Practice
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art

General Education Component

 Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses, which are also requirements or pre-requisites for course work in the school/major.

- ENG-W 290 Writing in the Arts and Sciences

200-level Studio Courses

All B.F.A students in Fine Arts must take the required 200-level course in each of the six studio concentration areas.

Bachelor of Fine Art with Studio Concentrations (B.F.A.)

To be eligible to apply to the B.F.A., students must also have completed a minimum of two of the required 200-level studio courses with concurrent enrollment in the third. Once accepted into the B.F.A program, all students must take an additional 21 credits of 300 and 400-level required courses in their studio concentration area.

Permission required for all studio courses beyond the foundation level. The School of Arts and Letters advisor must approve any exceptions.

Upper-Level Requirements for Completion of the Bachelor of Fine Arts (B.F.A.) with a studio major - In addition to the required fundamental studios, all 200-level studios, required 300 and 400-level courses in their studio major.

- FINA-U 400 Sources and Resource: Professional Skills
- FINA-U 401 Special Topics in Studio Art OR Any additional 300 or 400 level studio course outside of concentration area
- FINA-G 400 BFA Final Review
- FINA-A 457 Experimental Art Since 1945
- FINA-A 300 or 400 level non-Western art history
- FINA-A 300 or 400 level art history

B.F.A. Capstone

All B.F.A. studio majors must take FINA-U 400 (B.F.A. Seminar) in the fall semester before their graduation. In addition, in spring semester before graduation all B.F.A. studio majors are required to take FINA-G 400 (B.F.A. Final Review), which includes a formal written explanation of their artwork and a gallery exhibition or oral presentation of their work. B.F.A. seniors will also prepare a digital portfolio of their work that will be kept on file in the Fine Arts program.

- FINA-U 400 Sources and Resources: Professional Skills in Fine Arts

OR

- FINA-S 3xx/4xx Any additional 300 or 400 level studio course outside the student's concentration area
- FINA-G 400 BFA Final Review

BFA-level Course Policy in each Fine Art Area

The only students permitted to enroll in each area's BFA-level course are those that have already been accepted into the BFA Program in that concentration. BFA-level courses include: FINA-S462 (Ceramics), FINA-S412 (Digital Art), FINA-S405 (Drawing), FINA-S452 (Graphic Design), FINA-S432 (Painting), and FINA-S442 (Printmaking).

Special Requirements for Concentrations:

Ceramics Concentration (24 credit hours)

- FINA-S 260 Ceramics 1
- FINA-S 361 Ceramics 2
- FINA-S 461 Ceramics 3
- FINA-S 463 Topics in Studio Ceramics
- FINA-S 462 BFA Ceramics
- FINA-S 462 BFA Ceramics
- FINA-S 462 BFA Ceramics
- FINA-S 462 BFA Ceramics

Digital Art Concentration (24 credit hours)

- FINA-S 217 Introduction to Video Art
- FINA-D 410 Advanced Multimedia OR FINA-P 323 Web Design
- FINA-S 310 Photography
- FINA-D 312 Intermediate Multimedia
- FINA-D 412 BFA Digital Art
- FINA-D 412 BFA Digital Art
- FINA-D 412 BFA Digital Art
- FINA-D 412 BFA Digital Art

Drawing Concentration (24 credit hours)

- FINA-S 200 Drawing 1
- FINA-S 301 Drawing 2
- FINA-S 345 Life Drawing
- FINA-S 401 Drawing 3
- FINA-S 405 BFA Drawing
- FINA-S 405 BFA Drawing
- FINA-S 405 BFA Drawing
- FINA-S 405 BFA Drawing

Graphic Design Concentration (24 credit hours)

Permission for S305 is required from the Design Center Coordinator and can be used to substitute for credit hours in S452. The courses are each 3 credit hours with a minimum grade of a C unless other noted.

- FINA-P 323 Introduction to Web Design
- FINA-S 250 Graphic Design I
- FINA-S 305 Graphic Design Internship
- FINA-S 305 Graphic Design Internship
- FINA-S 352 Production for the Graphic Designer
- FINA-S 452 BFA Graphic Design
- FINA-S 452 BFA Graphic Design
- Complete one of the following
  - FINA-S 306 Digital Illustration
  - FINA-S 351 Typography I

Painting Concentration (24 credit hours)

- FINA-S 230   Painting 1
- FINA-S 331   Painting 2
- FINA-S 310 Photography OR FINA-S 345 Life Drawing
- FINA-S 431   Painting 3
- FINA-S 432   BFA Painting
- FINA-S 432   BFA Painting
- FINA-S 432   BFA Painting
- FINA-S 432   BFA Painting

Printmaking Concentration (24 credit hours)

- FINA-S 240 Basic Printmaking Media
  - Select **one** from FINA-S 341, 343, 344, 348
  - Select **one** from FINA-S 341, 343, 344, 348
  - Select **one** from FINA-S 341, 343, 344, 348
  - Select **one** from FINA-S 441, 443, and 445
- FINA-S 442 BFA Printmaking
- FINA-S 442 BFA Printmaking

- FINA-S 442 BFA Printmaking

Bachelor of Science in Art Education
Degree Requirements

Students receiving the Bachelor of Science in Art Education degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Professional Education (35 cr.)
- Fine Arts Content (54 cr.)
- Electives as needed to reach 120 credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.5 is required for degree conferral

Professional Education (35 cr.)

- Pre-Professional Education
  - EDUC-K 205 Introduction to Exceptional Children (2 cr.)
  - EDUC-F 200 Examining Self as Teacher
  - EDUC-M 300 Teaching in a Pluralistic Society - This course fulfils General Education Diversity requirement

- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 303 Laboratory/Field Experience Junior High/Middle School (1 cr.)
- EDUC-P 312 Learning Theory
- EDUC-M 314 General Methods for Senior High/ Junior High/Middle School Teachers
- EDUC-M 330 Designing Visual Learning Experiences for Children
- EDUC-M 430 Art Education in School & Museum Settings
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 425 Student Teaching: Elementary (6 cr.)
- EDUC-M 480 Student Teaching: Secondary (6 cr.)
- EDUC-C 495 seminar in Leadership Training (1 cr.)

Fine Arts Content (54 cr.)

- FINA-F 100 Fundamental Studio-Drawing - This course fulfils General Education Arts & Humanities requirement
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio-2D
- FINA-A 101 Ancient an Medieval Art - This course fulfils General Education Arts & Humanities requirement
- FINA-A 102 Renaissance Through Modern Art
- FINA-A 457 Experimental Art Since 1945
- FINA-A 458 Topics in the Ethnographic Arts
- FINA-D 210 Digital Art: Survey and Practice
- FINA-S 200 Drawing 1
- FINA-S 217 Introduction to Video Art
- FINA-S 230 Painting 1
- FINA-S 240 Basic Printmaking Media

- FINA-S 260 Ceramics 1
- Complete one of the following
    - FINA-S 250 Graphing Design 1
    - FINS-S 351 Typography I

- Complete three 300-level studio courses
    - FINA-D 312 Intermediate Multimedia
    - FINA-S 301 Drawing 2
    - FINA-S 331 Painting 2
    - FINA-S 341 Printmaking II Intaglio
    - FINA-S 345 Life Drawing 1
    - FINA-S 351 Typography I
    - FINA-S 361 Ceramics

- Complete two 400-level studio courses
    - FINA-D 410 Advanced Media
    - FINA-S 401 Drawing 3
    - FINA-S 431 Painting 3
    - FINA-S 441 Printmaking III Intaglio
    - FINA-S 451 Graphing Design Problem Solving
    - FINA-S 461 Ceramics 3

- Complete one of the following
    - FINA-U 401 Special Topics in Studio Art
    - 300-level studio course
    - 400-level studio course

Certificate in Digital Photography and Video Art
General Requirements

Students pursuing a certificate in Digital Photography and Digital Art must complete the following requirements

- 18 credit hours in Fine Arts
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted

Course Requirements

- FINA-D 210 Digital Art: Survey and Practice
- FINA-D 312 Intermediate Multimedia
- FINA-S 217 Introduction to Video Art
- FINA-S 490 Advanced Photography I
- FINA-S 491 Advanced Photography II
- Complete one of the following
    - FINA-S 291 Fundamentals of Photography
    - FINA-S 310 Photography

General Studies Program
The Bachelor of General Studies degree is distinctive in that it allows a student considerable freedom to develop a program of study based on his or her interests and prior experiences. This degree program places more emphasis on the breadth of development across academic disciplines than a traditional program within a well-defined major.

Programs
Undergraduate Degrees

- Bachelor of General Studies (B.G.S.)

Certificates

- Certificate in Supervision

Minors

- Minor in Supervision
- Minor in Recreation

School Information
- DSST
- General Degree Requirements for General Studies Degree Program
- General Studies Program
- Self-Acquired Competencies

Minor in Multimedia Journalism
General Requirements

Students pursuing a minor in Multimedia Journalism must complete the following requirements

- 15 credit hours in Journalism
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 200 Reporting, Writing & Editing I
- JOUR-J 300 Communications Law
- JOUR-J 303 Online Journalism
- JOUR-J 494 Digital Media Practicum

DSST
DANTES Subject Standardized Tests (DSST)
Through the DSST program, formerly known as DANTES, more than 1,600 participating colleges and universities across the United States award college credit to those who demonstrate that they have knowledge comparable to someone who completed an authorized classroom course in a given subject. It is essential to first check with your academic advisor to see what DSST offerings fit within your current or proposed curriculum. For a complete list of DSST courses, as well as Frequently Asked Questions, go to the Student Development website.

Internet-Based Testing
All DSST test titles are available via Internet-based testing. When taking a DSST test online, you will be required to create a username and password at the time of testing. The test fee is paid by credit card only. Candidates have two hours to complete their examination after they click "Begin Test."

Test Fees and Procedures
DSST exams are $80 plus $15 registration (total $95) payable on-line by credit card (charge subject to change).
  Please call the Student Development Center at (812) 941-2312 to register for a test appointment.

Score Reports

Candidates testing online can receive immediate test results by viewing their unofficial score report at the end of the testing session.

Retesting Policy

If you do not receive a passing score, you may take the test again after 90 calendar days. Please do not attempt to take the test before the 90 days have passed, because your test will be invalid and your test fee will not be refunded.

For more information about DSST, visit the Student Development Center webpage, which includes a Frequently Asked Questions document covering DSST.

General Degree Requirements for the General Studies Degree Programs

This *Bulletin* states the general degree requirements for students who enter the university beginning in the fall semester of 2015 through the summer terms of 2017. It also states the requirements in the major for students who officially enter their majors in the same time period. Students should note that the requirements for degree programs that lead to professional certification may change to stay current with certification requirements. Every effort is made to notify students of such changes.

Students who leave the university for more than one year are expected to meet the degree and major requirements that are in effect when they resume their studies. Changes may impact the number and kinds of courses and credit hours needed to complete the degree.

Minor in Public Relations
General Requirements

Students pursuing the minor in Public Relations must complete the following requirements

- 15 credit hours in Journalism & Communication
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 200 Reporting, Writing & Editing I
- COMM-I 311 Copywriting in Advertising
- COMM-I 334 Public Relations in Strategic Communication
- COMM-I 347 Strategic Communication Campaigns

Bachelor of General Studies (B.G.S.)
Student Learning Goals and Outcomes

The Bachelor of General Studies degree is distinctive in that it allows a student considerable freedom to develop a program of study based on his or her interests and prior experiences. This degree program places more emphasis on the breadth of development across academic disciplines than a traditional program within a well-defined major.

1. Demonstrate Knowledge in more than one discipline
2. Demonstrate writing skills in reasoned argument
3. Demonstrate the ability to address a controversial issue or problem fair-mindedly
4. Demonstrate the ability to integrate knowledge from reliable sources to support an argument
5. Demonstrate the application of knowledge and skills to benefit others in life or work

Degree Requirements
Degree Program Admission Requirements

Admission Procedures

1. Students must complete or have completed 26 credit hours before they can apply to the General Studies degree program, as well as have earned a minimum GPA of 2.0.
2. All applicants must meet with a program advisor for an advising appointment.
3. If applicants have previously attended a college or university, they should direct that institution to forward a transcript to the Office of Admissions, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150.
4. Students who wish to transfer from another academic unit within Indiana University must first make an appointment with a General Studies program advisor.

General Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" in this Bulletin. Bachelor of General Studies students must fulfill the University's General Education requirements and the minimum requirements to graduate, i.e. 120 hours and a cumulative GPA of at least 2.0. **Please note:** IU Southeast graduates students with the Program G.P.A. However, students planning to attend graduate school should expect to be admitted to those programs based on their Indiana University G.P.A. Students are encouraged to explore specific graduate school's admission requirements, including G.P.A.

Basic Skills/General Education Component

The following courses typify the basic skills expected of a student who earns the Bachelor of General Studies degree. Additionally, some of these courses will also fulfill portions of the University's General Education requirements. NOTE: While a grade of C- or below will count toward your General Education Requirements, a grade of C is required in order for these courses to count toward your areas of concentration of Social Sciences, Arts and Humanities, and Science and Math.

- ENG-W 131 Writing Composition
- COAS-S 104 Freshman Seminar
- PSY-P 101 Introduction to Psychology I
- SOC-S 163 Social Problems
- COMM-S 121 Public Speaking
- ENG-W 290 Writing in the Arts and Sciences
- MATH-M 101 Topics in Algebra 4
- MATH-M 102 Topics in Algebra 5

- MATH-M 110 Excursions in Mathematics
- MATH-M 112 Quantitative Literacy I
- MATH-M 114 Quantitative Literacy II
- MATH-T 101 Math for Elementary Teachers 1
- MATH-T 102 Math for Elementary Teachers 2
- MATH-T 103 Math for Elementary Teachers 3
- MATH-M 118 Finite Mathematics
- MATH-M 122 College Algebra
- MATH-M 119 Brief Survey of Calculus
- MATH-K 300 Statistics

Distribution and Concentration Requirements

Bachelor of General Studies students are expected to complete three disciplinary areas of learning: Social and Behavioral Sciences (12 credit hours), Humanities (12 credit hours), or Science and Math (12 credit hours).
  Additionally, each student must select an Area of Concentration (18 additional hours) from one of the aforementioned disciplinary areas. A grade of C is the minimum grade for a course in each disciplinary area.
  However, within each area, students must otherwise maintain an overall C average.

Students are also required to have 30 credit hours of 300-400 level courses. A minimum of one course in two of the three disciplinary areas must be at 300-level or higher or deemed equivalent by the Dean. Students will consult a list of approved courses for this purpose provided by their advisor.

General Studies students are also required to take a capstone/senior seminar. This course is an upper level course that can be counted in the area of Arts and Humanities, as well as toward the 300-400 upper level requirement. A grade of C or better is required in the capstone course.

Students must receive a grade of C or higher in all courses used to fulfill the Distribution and Concentration requirements. Any course in which the student receives a grade of less than C (C- is less than C) will count only as a general elective toward the 120 hours required for graduation.

Courses taken to complete the Basic Skills and/or General Education requirements may count toward the area distribution and concentration requirements subject to having a sufficient number of courses at the 300-400 level and subject to earning a grade of C.

Electives
Total Hours: 31

Students, in consultation with their academic advisor, are encouraged to concentrate their elective courses in related subjects or to pursue minors that will help them to professionalize the Bachelor of General Studies.

Other Requirements and Limitations
1. A minimum of 30 credit hours of the required 120 credit hours must be taken within the eight campuses of Indiana University.
2. A minimum of 18 credit hours of course work accepted for the B.G.S. degree must be taken after the student has been admitted to the General Studies degree program.
3. Students must have an overall GPA of 2.0 before they can graduate from the General Studies degree program However, students planning to attend graduate school may be admitted to those programs based on their Indiana University GPA. Therefore, students are encouraged to explore the admission requirements of specific graduate schools, including the GPA.
4. A minimum of 30 credit hours of the required 120 must be taken at the upper-division level, i.e. numbered 300 or above. The 30 credit hours must include at least one 3-credit course from two of the three areas of learning, which are Social Sciences, Arts and Humanities, and Science and Math.
5. A maximum of 30 hours in each subject will be accepted toward the B.G.S. degree.

Capstone Requirement
The senior seminar is designed to provide a peak experience in pursuing the Bachelor of General Studies degree. Succeeding in the course will demonstrate fulfillment of many of the learning outcomes of the degree, though some are achieved in other courses. It will also signify preparedness "to secure meaningful employment" upon graduation.

In order to enroll in the General Studies senior capstone course, the following guidelines must be followed:

1. General Studies students will be guided to begin planning to take the capstone course in their junior year (56-85 credit hours). The prerequisite for the capstone course is ENG-W 290 Writing for the College of Arts and Sciences. Students must have a grade of C or better in W290.
2. Prior authorization is required from the Manager of General Studies or the General Studies Advisor. Students should plan carefully to avoid the risk of having to take an additional term to graduate.
3. Students are encouraged to apply for enrollment in the capstone course the semester before they plan to enroll in the course. They must have 86 credit hours or be in their last semester of school.
4. Students must have a Program GPA of 2.0 or higher to enroll in the capstone course.
5. In order to enroll in the capstone course, students must obtain permission from the Manager or Academic Advisor of the General Studies degree program.

- GNST-G 400 General Studies Capstone

Self-Acquired Competencies

Multiple terms can be used to discuss Prior Learning Assessment (PLA) or Self-Acquired Competency (SAC).
  However, the currently preferred language is PLA.
  Whatever terms may be used, the concept refers to learning that is gained outside a traditional academic environment. It represents knowledge and skills that are acquired as "adults live their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware."

Therefore, to earn credits through PLA, the process evaluates and assesses an individual's equivalent life-learning "for college credit, certification, or advanced standing toward further education or training."

IU Southeast has entered into a partnership with the Council for Adult and Experiential Learning (CAEL) to assist students in their degree completion. PLA credit is only applicable in the General Studies degree program. The maximum number of credit hours that can be applied to the General Studies degree is 30 credit hours. Students interested in PLA may log onto the CAEL website (www.cael.org) for information on how to develop their portfolio. The website also contains valuable information regarding a Developing Your Portfolio (DYP) course, as well as tools for creating a portfolio.

For further information, students should contact the Manager of the General Studies degree program.

General Studies Program

Recent History
The IU Southeast General Studies Program came into existence as a stand-alone academic program on July 1, 2012, with the disbanding of the IU system-wide School of Continuing Studies. The General Studies Program administers the Bachelor of General Studies Degree (B.G.S.), the certificate in supervision, and minors in supervision and recreation, and functions within the Office of Academic Affairs. It operates independently of the six IU Southeast schools, with the Associate Vice Chancellor of Academic Affairs serving as Dean, supported by the aforementioned staff. It also offers a Certificate/Minor in Supervision and a minor in Recreation.

Mission
The General Studies Program uniquely exists to serve the working adult who has acquired significant knowledge and skills from different sources. This program helps students transform their credits from other college programs, associate degrees, the military, or additional self-acquired competencies into a B.G.S. and/or a certificate/minor in order to pursue educational or career opportunities that may not fit readily into an existing major.

Admission Requirements/Transfer Procedures
The General Studies Program is open to all qualified high school graduates or individuals with the General Educational Development (GED) certificate. Any student with a minimum of 26 credit hours and a minimum GPA of 2.0 may apply for admission as follows:

1. Whether transferring from within the campus or from outside, interested applicants must meet with one of the General Studies academic advisors.
2. Applicants who have already attended a college or university should direct their prior institution(s) to forward an official transcript to the Office of Admissions, Indiana University Southeast, 4201 Grant Line Road, New Albany, Indiana 47150.

Methods for Acquiring Credit
The General Studies program accepts accredited course work earned through a variety of methods:

1. Up to 90 credit hours of transfer work from accredited institutions may be accepted from a four-year college, or up to 64 credit hours from a two-year college. The 90 hours may be in combination from a two and a four-year college. These hours may also include up to 30 technical hours of elective credit from Purdue University in mechanical or electrical engineering, and/or computer graphics technology.

Such course work must have grades of C or better to be transferrable to IU Southeast.
2. After meeting with a General Studies academic advisor, students may earn credit by examination by taking one or more DSST exams administered through the IU Southeast Student Development Center (only applies to the B.G.S. degree).
3. Students may also apply for Prior Learning Assessment (PLA) via the Learning Counts Program, from CAEL. PLA is formerly known as Credit for Life Experience or SAC credit. Information may be gained from the CAEL website (www.cael.org) or from the manager of the General Studies degree program.
4. Generally, all IU campuses accept for transfer credit those recommended by the American Council on Education (ACE), through whether they count toward the major, toward general education, or as an elective may vary. For the full policy, see http://policies.iu.edu/policies/categories/academic-faculty-students/academic-student-affairs/transfer-credit-military.pdf.

Individualized Major Program

While the needs of most students are well served by existing majors offered on campus, some students have academic interests that do not fit well into existing programs or traditional disciplinary boundaries. The Individualized Major Program (IMP) in the School of Arts and Letters meets the needs of such students. It serves disciplined and self - motivated students who may wish to major in traditional disciplines or interdisciplinary areas for which majors are not available at IUS, as well as those who wish to fashion unique and original interdisciplinary majors that reflect their individual experience, interests, and needs. These include students whose work and life experiences suggest the need for fresh ways of organizing existing courses into meaningful new majors, as well as innovative students who wish to bring together course work in several disciplines to focus on a specific area or make unusual yet valid connections between areas that are rarely studied together. The IMP can also serve transfer students who wish to continue work started elsewhere in areas in which IUS has faculty expertise but no organized majors.

Contact Information
Arts and Letters Office: (812) 941-2342

Academics
Undergraduate Degrees

• Bachelors of Arts

Individualized Major Program (Bachelor of Arts)

Unlike other majors, which prescribe a fixed area of study, the individualized major provides a structure that allows such students, in consultation with faculty members, to design their own majors on various topics and fields of study. Each major course of study varies in accordance with the needs and interests of individual students. Students work closely with faculty advisors, and all individualized majors are overseen and approved by a faculty committee that ensures each student - designed major has intellectual integrity and rigor.

Student Learning Goals

To be determined individually for each student/program.

Degree Program Admission Requirements

Students may not use the IMP program as a device for avoiding requirements of existing majors and concentrations, or when an existing major or concentration substantially meets the intended academic goals of the student.

Basics of the IMP admission and advising process include identification of an IMP advisor, an admissions interview with the Arts and Letters Coordinating Committee, curriculum planning with semester-by-semester review, a degree culmination project, a senior review dossier, and a senior review interview with the Arts and Letters Coordinating Committee.

Students generally apply for admission to the program as sophomores or juniors. Students should have taken at least 15 credit hours before proposing an IMP, and students should have taken fewer than half of the major courses of the proposed IMP before proposing it. A copy of the IMP Admission and Advising/Counseling Procedures can be obtained at the offices of the School of Arts and Letters, Knobview Hall 110, (812) 941-2343.

Degree Requirements

Students receiving the Bachelor of Arts Individualized Major degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- Individualized Curriculum or Predetermined Track (up to 60 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Tourism, Hospitality, Sports Mgmt & Event Planning Track (60 cr.)

Core: Complete the following courses

- SPH-T 203 Principles of Lodging Management
- TESM-T 107 Tourism Planning and Development
- TESM-E 104 Principles of Event Management
- TESM-G 100 Introduction to the Tourism Industry
- TESM-C 401 TCEM Internship
- SPH-T 335 Entrepreneurship in Tourism, Hospitality and Event Management
- TESM-H 105 Lodging Management and Operations
- SPH-R 425 Capstone in Tourism, Hospitality and Event Management
- TESM-S 211 Introduction to Sports Management
- SPH-T 201 Introduction to Tourism, Hospitality and Event Management Industries

Areas of Focus: Complete two of the following categories - Hospitality, Marketing, Sports Management, Tourism, or Event Planning

Hospitality

- SPH-R 426 Human Resources Management in Leisure Services
- SPR-R 413 Fiscal Management of Leisure Service Organizations
- SPH-T 336 System Integration in Hospitality
- TESM-H 305 Food and Beverage Operations
- TESM-H 205 Facilities Operations

Marketing

- BUS-M 300 Introduction to Marketing
- BUS-M 330 Consultative Selling
- BUS-M 405 Consumer Behavior
- BUS-M 450 Marketing Strategy
- CMCL-C 337 New Media

Sports Management

- TESM-S 411 Legal Issues in Sports Settings
- TESM-S 319 Sports Tourism Development
- TESM-S 423 Financial Principles in Sport
- TESM-E 219 Management of Sports Events
- One of the following
    - TESM-S 415 Sport Promotions and Public Relations
    - TESM-S 418 Sports Marketing
    - TESM-T 329 Tourism Sports Marketing

Tourism

- TESM-C 412 Tourism Management
- TESM-G 315 Economics of Tourism and Events
- TESM-G 410 Tourism Research
- TCEM-T 382 Travel Trends and Destinations
- TESM-T 307 Tourism Marketing and Sales

Event Planning

- TCEM-G 499 Event Tourism Analysis
- TESM-E 304 Mechanics of Event Planning
- SPH-T 323 Festival and Event Management
- TCEH-H 371 Conventions Sales and Service
- One of the following
    - TESM-E 404 Event Production
    - SPH-T 345 Special Event Production

Bachelor of Interdisciplinary Studies in Arts and Humanities

Program Description: This flexible but focused degree provides students with an outstanding multidisciplinary preparation in the Arts and Humanities, while allowing options to pursue specific academic preparations applicable to their immediate interests and future career aspirations. The integrated curriculum is designed to impart skills in

- Effective written and oral communication
- Critical thinking, and
- Creative problem solving
- Melded with ethical thought and application.

The program is designed for students who.

- Have accumulated many diffused Arts and Humanities credits, but have not settled on an area of concentration
- Have specific career plans that require multiple skill sets not preent within any one major within the Arts and Humanities
- Have not articulated a specific career apsiration, but want a well-rounded education.

This programs also serves as a flexible 2 + 2 program for students coming out of an AA or AS program from community or technical colleges, as it offers enough flexibility for all credits from an AA or an AS to transfer into the BIS degree.

General Education Component

All BIS students complete the University's General Education Curriculum. Beyond that, BIS students complete:

- 3 credits from any approved Life/Physical Sciences course the BA Distribution List.
- 3 credits from any approved Social/Behavioral Sciences course the BA Distribution List.

Module Requirements

60 credits total; all courses completed with a grade of "C" or better.

Students select courses to fulfill 3 Areas of Focus, in conjuncton with their advisors. From what departments student select courses to build their focus areas will vary depending on student academic history to date, current interests in exploration, and after-graduation career goals.

Upper Division Area of Focus 1

Complete 6 credits (typically 2 courses) at 200-level; and 9 credits (typically 3 courses) at the 300 or 400 level

Upper Division Area of Focus 2

Complete 6 credits (typically 2 courses) at 200-level; and 9 credits (typically 3 courses) at the 300 or 400 level

Upper Division Area of Focus 3

Complete 6 credits (typically 2 courses) at 200-level; and 9 credits (typically 3 courses) at the 300 or 400 level

General Electives

Complete 36 credits (typically 12 courses; depends on the the credit value of course selected); of which 3 must be at the 300 or 400 level.

Interdisciplinary Studies

The B.I.S. gives students the skills that employers in a variety of fields are looking for, while laying the foundation for successful entry into careers that value research skills, communication skills, team project experience, innovation, computer and multi-media competency, critical thinking, time management and generally informed perspectives about the world.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/interdisciplinary-studies/

Academics
Undergraduate Degrees

- Bachelor of Interdisciplinary Studies - Arts & Humanities

Undergraduate Certificates

- Core Competencies
- Multimedia Production
- Women and Gender Studies

Modern Languages

We believe that language exists as both a necessary precondition and an inevitable consequence of human self-awareness, and that this self-awareness accounts for our drive to understand, interact with, and shape the world. The Department is committed both to teaching practical skills (the structural specifics of French, German or Spanish) and to developing our students' appreciation of the fundamental role that language and cultural diversity play in defining and refining our humanity. We offer Bachelor of Arts degrees, minors, and certificates in French, German, and Spanish, as well as a four-semester introductory course sequence in Japanese.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/modern-languages/

Academics
Undergraduate Degrees

- French
  - Bachelor of Arts
  - Bachelor of Science (Online)

- German
  - Bachelor of Arts
  - Bachelor of Science (Online)

- Spanish
  - Bachelor of Arts
  - Bachelor of Science (Online)

Undergraduate Certificates

- Second Language Competency Certificate

Minors

- French Minor
- German Minor
- Spanish Minor

Program Information
Student Learning Goals - French

1: Students will demonstrate basic reading proficiency in the target language.

2: Students will demonstrate basic writing proficiency in the target language.

3: Students will demonstrate basic listening proficiency in the target language.

4: Students will demonstrate basic speaking proficiency in the target language.

5: Students will demonstrate knowledge of cultural phenomena in countries where the language is spoken.

6: Students will demonstrate knowledge of literature, history, and contemporary culture of the target language-speaking worlds.

7: Students will demonstrate an ability to read, understand, and analyze texts written in the target language.

8: Students will write accurately, convincingly, and in a logical, organized fashion in the target language.

9: Students will demonstrate ability to understand spoken target language.

10: Students will demonstrate ability to communicate orally in the target language.

Student Learning Goals - German

1: Students will demonstrate basic reading proficiency in the target language.

2: Students will demonstrate basic writing proficiency in the target language.

3: Students will demonstrate basic listening proficiency in the target language.

4: Students will demonstrate basic speaking proficiency in the target language.

5: Students will demonstrate knowledge of cultural phenomena in countries where the language is spoken.

6: Students will demonstrate knowledge of literature, history, and contemporary culture of the target language-speaking worlds.

7: Students will demonstrate an ability to read, understand, and analyze texts written in the target language.

8: Students will write accurately, convincingly, and in a logical, organized fashion in the target language.

9: Students will demonstrate ability to understand spoken target language.

10: Students will demonstrate ability to communicate orally in the target language.

Student Learning Goals - Spanish

1: Students will demonstrate basic reading proficiency in the target language.

2: Students will demonstrate basic writing proficiency in the target language.

3: Students will demonstrate basic listening proficiency in the target language.

4: Students will demonstrate basic speaking proficiency in the target language.

5: Students will demonstrate knowledge of cultural beliefs, practices and products in countries where the language is spoken.

6: Students will demonstrate knowledge of literature, history, and contemporary culture of the target language-speaking worlds.

7: Students will demonstrate an ability to read, understand, and analyze texts written in the target language.

8: Students will write accurately, convincingly, and in a logical, organized fashion in the target language.

9: Students will demonstrate ability to understand spoken target language.

10: Students will demonstrate ability to communicate orally in the target language.

Modern Languages - French (Bachelor of Arts)

Students in every field benefit from proficiency in a modern language, as it develops critical-thinking skills, a deeper understanding of their own first language, and the realization that ways of viewing the world and life's possibilities are much broader than the boundaries defined by a monolingual perspective. Another language broadens appreciation for one's culture and that of others. It prepares one for active citizenship in an increasingly multicultural and multilingual world. In a highly competitive world, with an ever more intertwined global economy, proficiency in at least one additional language represents a very real and invaluable asset. It allows wider access to diverse opportunities for career in business, law, government, communication, medicine, and most other fields. We recommend a major in a modern language or a double major including a modern language, to all students pursuing a bachelor's degree on this campus. In addition, all language majors at IU Southeast are encouraged to minor in one of the other modern languages offered.

Mission/Vision Statement

The Department of Modern Languages at IU Southeast believes that the study of a language should enable the student to participate in written and oral communication in the foreign language. Through language study, students gain knowledge and understanding of the cultures of the world, connect with other disciplines and acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, become more aware of the inner workings and richness of their first language, and participate in communities at home and abroad. The Spanish, French, and German undergraduate programs are designed for those who desire a greater understanding of the world through the study of language, contemporary culture, history, literature, music, and film. Specifically, Spanish, French, and German majors receive excellent professional preparation for a career as language teachers (note that there are additional requirements for teacher certification) and for entry into an advanced degree program. To expand employment options, students are encouraged to combine a language degree with a major in one or more additional fields.

Department Policies

Student candidates for the Bachelor of Arts in a modern language must complete a minimum of 31 credit hours above the 100-level, some of which may be taken

overseas (see the "Overseas Study" section of this *Bulletin*) or through other local colleges and universities in the area with whom IU Southeast has entered into consortium agreements. Additionally, only one online course completed at an institution other than IU Southeast can be used towards fulfillment of the major requirements.

Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

French Major Specific Requirements

Fundamental Courses

- FREN-F 200 Second-Year French I: Language & Culture
- FREN-F 250 Second-Year French II: Language & Culture
- INTL-I 199 Careers for International Studies Majors

Candidates for the Bachelor of Arts in French must earn 18 credit hours of 300-level courses from among the following course selections or their equivalents as determined by the coordinator in French. With permission of the coordinator in French, a course at the 400-level may be substituted

300-Level Electives

- FREN-F 300 Lectures et analyses littéraires
- FREN-F 305 Chefs-d'oeuvre de la littérature française I
- FREN-F 306 Chefs-d'oeuvre de la littérature française II
- FREN-F 313 Advanced Grammar and Composition I
- FREN-F 314 Advanced Grammar and Composition II
- FREN-F 315 French Conversation and Diction I
- FREN-F 316 French Conversation and Diction II
- FREN-F 320 Travaux pratiques de prononciation française
- FREN-F 363 Introduction à la France moderne
- FREN-F 391 Studies in French Film

Candidates for the Bachelor of Arts in French must earn at least 6 credit hours of 400-level courses from among the following course selections or their equivalents as determined by the coordinator in French.

400-Level Electives

- FREN-F 415 La culture francophone
- FREN-F 461 La France contemporaine
- FREN-F 474 Thème et version
- FREN-F 475 Advanced Oral Practice I
- FREN-F 495 Individual Readings in French

Study Abroad or an International Engagement Activity

In addition, study abroad or an international engagement activity is required for the BA degree. The international engagement activity is reserved for those students with a demonstrated inability to study abroad. This alternative engagement activity must be developed in consultation with a Modern Languages faculty member. Study in approved study abroad programs will be applied to fulfillment of other requirements in the major. Students

should speak with a Modern Languages faculty member for more details.

Students majoring in French may also qualify for a second credential, the Certificate in Second Language Competency. The certificate differs from the major in that it requires a B in each course in that curriculum.

Bachelor of Science in French - Online Collaborative

Degree Requirements

Students receiving the Bachelor of Science in French must complete 120 total credit hours including:

- General Education Core (30 cr.)
- French Core (30 cr.)
- Concentration (15 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400 level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

French Core (30 cr.)

- FREN-F 200 Second Year French I: Language and Culture
- FREN-F 250 Second Year French II: Language and Culture
- Complete one of the following
  - FREN-F 328 Advanced Grammar and Composition
  - FREN-F 313 Advanced Grammar and Composition I
- Complete one of the following
  - FREN-F 315 French Conversation and Diction 1
  - FREN-F 316 French Conversation and Diction 2
- Complete 15 credit hours from the following
  - FREN-F 300 Lectures et Analyses Litteraires
  - FREN-F 391 Studies in French Film
  - FREN-F XXX Francophone Film
  - FREN-F 330 Intro to Translating French and English
  - FREN-F 334 French for the Medical and Technical World
  - FREN-F 363 Intro a la France Moderne
  - FREN-F 415 La Culture Francophone
  - FREN-F 450 Colloquium in French Studies
  - FREN-F 463 Civilisation Francaise 1
  - FREN-F 475 Advanced Oral Practice 1
  - FREN-F 480 French Conversation
  - FREN-Y 396 Study Abroad
- FREN-F 4XX Capstone

Concentration

Complete requirements for one of the offered concentrations.

- Medical Communication
- French for Business
- Francophone Culture for Travel

Medical Communication (15 cr.)

- Complete one of the following
  - FREN-F 330 Introduction to Translating French and English
  - FREN-F 334 French for the Medical and Technical World
- AHLT-R/HIM-M 195 Medical Terminology
- AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery
- SPCH-S/CMCL-C 427 Cross Cultural Communication
- SPEA-H 452 Health Disparities

French for Business (15 cr.)

- FREN-F 330 Introduction to Translating French and English
- BUS-D 300/D301 International Business Administration
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentation in Professions
- SPCH-S/CMCL-C 427 Cross Cultural Communication

Francophone Culture for Travel (15 cr.)

- Complete one of the following
  - FREN-F 300 Lectures et Analyses Litteraires
  - FREN-F 391 Studies in French Film
- SPCH-S/CMCL-C 427 Cross Cultural Communication
- TESM-T 107 Tourism Planning and Development
- TESM-T 207 Tourism, Policy, and Sustainability
- TESM-T 234 Cultural Heritage Tourism

Minor in French
Minor Requirements
Fundamentals Courses

- FREN-F 200 Second-Year French I: Language & Culture
- FREN-F 250 Second-Year French II: Language & Culture

Candidates for the minor in French must earn 9 credit hours of 300- and/or 400-level courses from among the following selections; or their equivalents as determined by the coordinator in French.

Electives

- FREN-F 300 Lectures et analyses littéraires
- FREN-F 305 Chefs-d'oeuvre de la littérature française I
- FREN-F 306 Chefs-d'oeuvre de la littérature française II

- FREN-F 313 Advanced Grammar and Composition I
- FREN-F 314 Advanced Grammar and Composition II
- FREN-F 315 French Conversation and Diction I
- FREN-F 316 French Conversation and Diction II
- FREN-F 320 Travaux Pratiques de Pronunciation Française
- FREN-F 363 Introduction à la France moderne
- FREN-F 391 Studies in French Film
- FREN-F 415 La culture francophone
- FREN-F 461 La France contemporaine
- FREN-F 474 Thème et version
- FREN-F 475 Advanced Oral Practice I
- FREN-F 495 Individual Readings in French

Modern Languages - German (Bachelor of Arts)

Students in every field benefit from proficiency in a modern language, because it develops critical-thinking skills, a deeper understanding of their own first language, and the realization that ways of viewing the world and life's possibilities are much broader than the boundaries defined by a monolingual perspective. Another language broadens appreciation for one's culture and that of others. It prepares one for active citizenship in an increasingly multicultural and multilingual world.

In a highly competitive world, with an ever more intertwined global economy, proficiency in at least one additional language represents a very real and invaluable asset. It allows wider access to diverse opportunities for careers in business, law, government, communication, medicine, and many other fields. We recommend a major in a modern language or a double major including a modern language, to all students pursuing a bachelor's degree on this campus. In addition, all language majors at IU Southeast are encouraged to minor in one of the other modern languages offered.

Mission/Vision Statement

The Department of Modern Languages at IU Southeast believes that the study of a language should enable the student to participate in written and oral communication in the foreign language. Through language study, students gain knowledge and understanding of the cultures of the world, connect with other disciplines and acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, become more aware of the inner workings and richness of their first language, and participate in communities at home and abroad. The Spanish, French, and German undergraduate programs are designed for those who desire a greater understanding of the world through the study of language, contemporary culture, history, literature, music, and film. Specifically, Spanish, French, and German majors receive excellent professional preparation for a career as language teachers (note that there are additional requirements for teacher certification) and for entry into an advanced degree program. To expand employment options, students are encouraged to combine a language degree with a major in one or more additional fields.

Department Policies

Student candidates for the Bachelor of Arts in a modern language must complete a minimum of 31 credit hours

above the 100-level, some of which may be taken overseas (see the "Overseas Study" section of this *Bulletin*) or through other local colleges and universities in the area with whom IU Southeast has entered into consortium agreements. Additionally, only one online course completed at an institution other than IU Southeast can be used towards fulfillment of the major requirements.

Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Major Specific Requirements (31 cr)
- GER-G 200 Intermediate German
- GER-G 250 Intermediate German II
- INTL-I 199 Careers for International Studies Majors (1 cr)
- Two Advanced Language courses
  - GER-G 310 Deutsch: Mittelstufe II
  - GER-G 311 Composition and Conversation
  - GER-G 313 Writing German 1
  - GER-G 314 Writing German 2
  - GER-G 345 Introduction to Practical Translation I
  - GER-G 346 Introduction to Practical Translation II

- One course in literature
  - GER-G 305 Introduction to German Literature: Types
  - GER-G 306 Introduction to German Literature: Themes
  - GER-G 307 Selected Works of Contemporary German Literature

- One course in culture studies
  - GER-G 362 Introduction to Contemporary Germany
  - GER-G 363 Introduction to German Cultural History

- Four 400-level courses in language, literature or culture (12 cr)

Study Abroad or an International Engagement Capstone Experience
In addition, study abroad or an international engagement activity is required for the BA degree. The international engagement activity is reserved for those majors with a demonstrated inability to study abroad. This alternative engagement activity must be developed in consultation with a Modern Languages faculty member and may include substantial community engagement or a substantial directed research project. Study in approved study abroad programs will be applied to fulfillment of other requirements in the major. Students should speak with a Modern Languages faculty member for more details.

Students majoring in German may also qualify for a second credential, the Certificate in Second Language Competency. The certificate differs from the major in that it requires a B in each course in that curriculum.

Bachelor of Science in German - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in German must complete 120 total credit hours including:

- General Education Core (30 cr.)
- German Core (33 cr.)
- Concentration (15 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400 level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

German Core (33 cr.)

- GER-G 200 Intermediate German I
- GER-G 250 Intermediate German II
- Complete one of the following
  - GER-G 310 Deutsch: Mittelstufe II
  - GER-G 313 Writing German 1

- Complete one of the following
  - GER-G 311 Deutsch: Conversation and Composition
  - GER-G 314 Writing German 2

- GER-G 362 Introduction to Contemporary German
- Complete one of the following
  - GER-G 345 Introduction to Practical Translation Techniques I
  - GER-G 346 Introduction to Practical Translation Techniques II

- Complete one of the following
  - GER-G 370 German Cinema
  - GER-G 418 German Film and Popular Culture

- GER-G 465 Structure of German
- GER-G 363 Introduction to German Cultural History
- GER-G 4XX Capstone & E-Portfolio

Concentration

Complete requirements for one of the offered concentrations.

- German for Scientific and Technical Communication
- German for Genealogical Research and Cultural Tourism

German for Scientific and Technical Communication (15 cr.)

- Complete one of the following
  - GER-G 345 Introduction to Practical Translation Techniques I
  - GER-G 346 Introduction to Practical Translation Techniques II

- GER-G 362 Introduction to Contemporary German

- SUST-C 330 Scientific Foundation in Sustainability
- CMCL-C 427/SPCH-S 427 Cross Cultural Communication
- ENG-W 234 Technical Report Writing

German for Genealogical Research and Cultural Tourism (15 cr.)

- GER-G 363 Introduction to German Cultural History
- Complete one of the following
  - GER-G 346 Introduction to Practical Translation Techniques II
  - GER-G 423 The Craft of Translation
- GER-G 413 German for Genealogy
- HIST-B 418 German Nation and Volk
- TESM-T 234 Cultural Heritage Tourism

Minor in German
Required Courses
Electives

- GER-G 200 Intermediate German I
- GER-G 250 Intermediate German II

Candidates for the minor in German must also complete three additional courses at the 300-level or above with a minimum C grade.

Modern Languages - Spanish (Bachelor of Arts)

Students in every field benefit from proficiency in a modern language, as it develops critical-thinking skills, a deeper understanding of their own first language, and the realization that ways of viewing the world and life's possibilities are much broader than the boundaries defined by a monolingual perspective. Another language broadens appreciation for one's culture and that of others. It prepares one for active citizenship in an increasingly multicultural and multilingual world.

In a highly competitive world, with an ever more intertwined global economy, proficiency in at least one additional language represents a very real and invaluable asset. It allows wider access to diverse opportunities for careers is business, law, government, communication, medicine, and most other fields.

We recommend a major in a modern language or a double major including a modern language, to all students pursuing a bachelor's degree on this campus. In addition, all language majors at IU Southeast are encouraged to minor in one of the other modern languages offered.

Mission/Vision Statement
The study of a language should enable students to engage with diverse communities at home and abroad. Through language study, students gain knowledge and understanding of the cultures of the world, connect with other disciplines, acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, and become more aware of the mechanics and richness of their first language.

The Spanish, French, and German undergraduate programs are designed for those who desire a greater understanding of the world through the study of language, contemporary culture, history, literature, music, and film. Additionally, in a highly competitive world, with an increasingly intricate global economy, proficiency in at least one additional language creates myriad opportunities for careers in business, law, government, communication, medicine, and many other fields. Our majors receive excellent professional preparation for a career as language teachers (note that IUS offers a minor in Education which includes student teaching) and for entry into an advanced degree program. To expand employment options, students are encouraged to combine a language degree with a major in one or more additional areas.

Department Policies
- Students must complete language courses (200 and above) with a C or better.
- Only one online course completed at an institution other than IU Southeast can be used towards fulfillment of the major requirements.
- Student candidates for the Bachelor of Arts in a modern language must complete a minimum of 31 credit hours above the 100-level, some of which may be taken overseas (see Overseas Study) or through other local colleges and universities in the area with whom IU Southeast has entered into consortium agreements.
- Students majoring in a language must include study abroad in a country that speaks the target language or an approved equivalent as part of their undergraduate curriculum (strongly recommended for minor). Studying abroad can be an efficient way to complete coursework, and it enable students to develop a level of communicative skill and cultural competence that is difficult to attain in the classroom setting alone. See full-time faculty for more information.

Degree Requirements
See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Major Specific Requirements

Required Courses

- SPAN-S 200 Second-Year Spanish I
- SPAN-S 250 Second-Year Spanish II
- INTL-I 199 Careers for International Studies Majors (1 cr)
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 317* Spanish Conversation and Diction
- Complete one of the following
  - SPAN-S 411 Spain: The Cultural Context
  - SPAN-S 412 Spanish America: The Cultural Context

*Native speakers are encouraged to substitute any 300 or 400 level literature or culture class that is not already required for the SPAN-S317. SPAN-S317 may be repeated once for credit in a study abroad.

Upper Level Electives

Candidates for the Bachelor of Arts in Spanish must earn 15 credit hours from the following courses, at least one course must be at the 400-level. Students may substitute

additional 400-level courses for 300-level courses if they so choose.

- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301 The Hispanic World I
- SPAN-S 302 The Hispanic World II
- SPAN-S 303 The Hispanic World III
- SPAN-S 311 Spanish Grammar
- SPAN-S 363** Introducción a la cultura hispánica
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 420 Modern Spanish American Prose Fiction
- SPAN-S 450 Don Quixote
- SPAN-S 471 Spanish American Literature I
- SPAN-S 472 Spanish American Literature II
- SPAN-S 494 Individual Readings in Hispanic Studies (1-3)

** SPAN-S 363 may be repeated once for credit.

Study Abroad or International Engagement Capstone Activity

In addition, study abroad or an international engagement activity is required for the BA degree. The international engagement activity is reserved for those majors with a demonstrated inability to study abroad. This alternative engagement activity must be developed in consultation with a Modern Languages faculty member and may include substantial community engagement or a substantial directed research project. Study in approved study abroad programs will be applied to fulfillment of other requirements in the major. Students should speak with a Modern Languages faculty member for more details.

Students majoring in Spanish may also qualify for a second credential, the Certificate in Second Language Competency. The certificate differs from the major in that it requires a B in each course in that curriculum.

Bachelor of Science in Spanish - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in Spanish must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Spanish Core (33 cr.)
- Concentration (18 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400 level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Spanish Core (33 cr.)

- SPAN-S 200 Second-Year Spanish I
- SPAN-S 250 Second-Year Spanish II

- Complete one of the following
  - SPAN-S 275 Hispanic Culture and Conversation
  - SPAN-S 317 Spanish Conversation and Diction

- Complete one of the following
  - HISP-S 308 Composition and Conversation in Spanish
  - SPAN-S 311 Spanish Grammar
  - SPAN-S 313 Writing Spanish I
  - SPAN-S 312 Written Composition in Spanish

- Complete one of the following
  - SPAN-S 301 Hispanic World I
  - SPAN-S 302 Hispanic World II
  - SPAN-S 360 Introduction to Hispanic Lit

- Complete 15 credit hours from the following
  - SPAN-S 319 Spanish for Healthcare Personnel
  - SPAN-S 429 Medical Interpreting
  - SPAN-S 315 Spanish in the Business World
  - SPAN-S 323 Introduction to Translation
  - SPAN-S 423 The Craft of Translation
  - SPAN-S 326 Intro to Spanish Linguistics
  - SPAN-S 426 Intro to Spanish Linguistics
  - SPAN-S 468 Varieties of Spanish
  - SPAN-S 363 Intro a la Cultura Hispanica
  - SPAN-S 370 Service Learning in the Dominican Republic
  - SPAN-S 381 Hispanic Civilization I
  - SPAN-S 382 Hispanic Civilization II
  - SPAN-S 383 Hispanic Civilization III
  - SPAN-S 384 Hispanic Civilization IV
  - SPAN-S 411 Spanish Culture and Civilization
  - SPAN-S 412 Latin American Culture and Civilization
  - SPAN-S 413 Hispanic Culture in the U.S.
  - SPAN-S 490 Special Topics in Spanish
  - SPAN-S 493 Internship Program in Spanish
  - SPAN-S 495 Hispanic Colloquium

- SPAN-S xxx Spanish Capstone

Concentration

Complete requirements for one of the offered concentrations.

- Medical Communication
- Spanish for Business
- Hispanic Cultures for Travel and Tourism
- Hispanic Cultures in the U.S.

Medical Communication (18 cr.)

- SPAN-S 319 Spanish for Healthcare Personnel
- SPAN-S 429 Medical Interpreting
- AHLT-R/HIM-M 195 Medical Terminology
- AHLT-B 311/BUS-H 320 Systems of Healthcare Delivery
- SPCH-S/CMCL-C 427 Cross Cultural Communication
- SPEA-H 452 Health Disparities

Spanish for Business (18 cr.)

- SPAN-S 315 Spanish in the Business World
- Complete one of the following
    - SPAN-S 323 Introduction to Translation
    - SPAN-S 410 Contemporary Hispanic Culture and Conversation
- BUS-D 300/D301 International Business Administration
- SPCH-S 333 Public Relations
- SPCH-S 335 Presentation in Professions
- SPCH-S/CMCL-C 427 Cross Cultural Communication

Hispanic Cultures for Travel and Tourism (18 cr.)

- Complete two of the following
    - SPAN-S 363 Intro a la Cultura Hispanica
    - SPAN-S 390 Special Topics in Spanish
    - SPAN-S 370 Service Learning in the Dominican Republic
    - SPAN-S 495 Hispanic Colloquium
- SPCH-S/CMCL-C 427 Cross Cultural Communication
- TESM-T 107 Tourism Planning and Development
- TESM-T 207 Tourism, Policy, and Sustainability
- TESM-T 234 Cultural Heritage Tourism

Hispanic Cultures in the U.S. (18 cr.)

- Complete two of the following
    - SPAN-S 363 Intro a la Cultural Hispanica
    - SPAN-S 318 Writing Spanish for Heritage Speakers
    - SPAN-S 413 Hispanic Culture in the U.S.
    - SPAN-S 412 Spanish America: The Cultural Context
    - SPAN-S 440 Hispanic Sociolinguistics
    - SPAN-S 468 Varieties of Spanish
- Complete two of the following
    - LATS-S 350 Contemporary Issues in Latino Studies
    - LATS-L 396 Topics in Latino Studies
    - LATS-L 228 U.S. Latino/a Identities
    - SPAN-S 284 Women in Hispanic Culture
    - SPAN-S 290 Topics in Hispanic Culture
    - SPAN-S 303 The Hispanic World
    - SPAN-S 390 Special Topics in Spanish
    - SPAN-S 260 Introduction to Hispanic Film
    - SPAN-S 231 Spanish-American Fiction in Translation
- Complete two additional courses from either list

Minor in Spanish
Required Courses

The following courses are required of all students seeking a minor in Spanish.

- SPAN-S 200 Second Year Spanish I
- SPAN-S 250 Second Year Spanish II

Upper-Level Electives

Candidates for the minor in Spanish must earn 9 credit hours selected from the following.

Note: Native speakers are encouraged to substitute a 300 or 400 level literature or culture class for the S317 (Conversation). Consult full-time Spanish faculty for more information.

- SPAN-S 317 may be repeated once for credit through a study-abroad program.
- SPAN-S 363 may be repeated once for credit.
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 291 Hispanic Lit and Civilization
- SPAN-S 311 Spanish Grammar
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 301 The Hispanic World 1
- SPAN-S 302 The Hispanic World 2
- SPAN-S 303 The Hispanic World 3
- SPAN-S 363 Introducción a la cultura hispánica
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 420 Modern Spanish American Prose Fiction
- SPAN-S 450 Don Quixote
- SPAN-S 471 Survey of Spanish American Literature I
- SPAN-S 472 Survey of Spanish American Literature II
- SPAN-S 494 Individual Readings in Hispanic Studies

Certificate in Second Language Competency
Program Description

The Second Language Competency Certificate creates a focused program of study that enables students to achieve a useful level of competency in French, German, or Spanish and provides documentation of their language skills. Students completing the certificate should be able to do the following:

- Converse in target language on a variety of subjects and be understood by native speakers
- Comprehend authentic prose, fiction, and articles in the target language and apply critical thinking skills to readings
- Write essays in the target language with complex sentences on various topics; and
- Possess an awareness of cultural values and beliefs of the world regions where the target language is spoken.

The courses required for the Second Language Competency Certificate fulfill the language requirement for most Bachelor's degrees at IU Southeast.

Placement Exam Requirements

- Students who want to apply transfer credits toward completion of the certificate must take the IUS

placement exam. Credit for the certificate will be awarded based on the results of this exam.

- Students who want to apply credits for courses completed more than two years prior to entering the certificate program must take the IUS placement exam. Credit for the certificate will be awarded based on the results of this exam.

Specific Requirements for Certificate in Second Language Competency

Complete the following requirements for a minimum of 17 credit hours. A minimum grade of B is required for each course in the certificate.

- FREN-F **OR** GER-G **OR** SPAN-S 100, 150, 200, & 250 Complete 14 credits of Basic and Intermediate French, German, or Spanish. All 14 credits must be completed in the same language.
- Take one additional 300-level course in the same language

Music

Students engage in a broad range of music courses that includes performance, music theory, music history and music technology, as well as classes appropriate for the focus of their selected concentration. A full array of general academic subjects traditional to the liberal arts provides skills and knowledge in written and oral communication and provides an excellent academic foundation for personal development and professional flexibility. Our goal is to help students fully develop their unique musical abilities with the goal of being prepared in both knowledge and skills for a professional life in music. Our program features small class sizes and attention to the individual.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/music/

Academics
Undergraduate Degrees

- Bachelor of Arts - Music Composition
- Bachelor of Arts - Music Industry
- Bachelor of Arts - Music Performance
- Bachelor of Science - Audio Production
- Bachelor of Science - Music Business
- Bachelor of Science - Music Education

Undergraduate Certificates

- Certificate in Multimedia Production

Minors

- Music Minor
- Music Recording and Production Minor

Program Information
Student Learning Goals

1: (Theory) All students will have knowledge of musical grammar.

2: (Music Literature and History) All students will have knowledge of the fundamentals of the musical lexicon of classical/art music of the European/American tradition.

3: (Performance) Vocal and instrumental performance majors and music education majors will develop performance skills in an applied area appropriate to their concentration.

4: (Composition) Composition majors will develop skills in crafting music that communicate their knowledge of musical materials and which is at a level appropriate for public performance.

5: (Music Technology) Music technology majors will develop skills in recording or arranging that communicates their knowledge of music fundamentals and aesthetic understanding.

6: (Sound Engineering and Audio Production) Sound Engineering and Audio Production major will develop skills in recording and sound production that communication their knowledge of technical fundamentals and aesthetic understanding.

7: (Technology) All majors will acquire basic knowledge of notation and digital production software.

8: (Music Business) Music Business majors will acquire knowledge and skills requisite for their success in business-related positions in the arts.

9: (Music Education) Music Education majors will acquire basic knowledge and skills in communication, classroom management and pedagogy.

Music Composition, Film & Media and Concert Stage (Bachelor of Arts)
Mission/Vision Statement

The optimal development of each student's unique musical abilities is our goal. Our faculty of nationally recognized scholars and artists are strongly committed to fostering student learning and academic achievement in the studio and the classroom. The Music Department at IU Southeast offers one of the most musically intensive Bachelor of Arts degrees in the region. Small class sizes and personal attention are designed to enhance student-faculty work and facilitate the learning experience.

Major/Department Policies

Please see our website at: this website for more information.

Scholarships/Award

- Rasmussen Scholarship Award in Music
- Martha K. Stem Scholarship in Music
- James A. Poteet Award for Band
- Sherri L. Stiefler Scholarship in Music

Degree Requirements

Degree Program Admission Requirements

Admission to the Music Department is by audition only. Students applying for admission into the Music Department at Indiana University Southeast to pursue a B.A. in Music degree – as well as those applying for a music scholarship – must attend one of the Music Department's Audition Days. Students can audition in any one of our tracks from our five major concentrations: Music Industry, Composition, Vocal/Instrumental Performance, Music Education, and Pre-Music Therapy.

Audition dates and specific information relating to auditioning for certain tracks are posted on the music department's website at: this website.

General Education and BA Distribution Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

All music majors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study and are meant to complement specific courses in one's concentration. A more specific description of these requirements is located online at: this website.

Core Program for both Composition Tracks

- MUS-A 301 Electronic Studio Resource I
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging & Aural Percp I
- MUS-T 116 Sightsinging & Aural Percp II
- MUS-T 215 Sightsinging & Aural Percp III
- MUS-T 216 Sightsinging & Aural Percp IV
- MUS-T 317 Analysis of Tonal Music
- MUS-T 318 Analysis of Post-tonal Music
- MUS-X 040 or 070 *Univ Instrumental Ensembles (040) or University Choral Ensembles (070) (4 completions required)
- MUS-X 001 *All-Campus Ensemble (3 completions required)
- MUS-X 095 *Performance Class (7 completions required)

 *For more detailed information on the Ensemble and Performance class requirements, see the Music Department website (here).

Composition for Film and Media Concentration

The music program offers the Bachelor of Arts with four different concentrations: Music Industry, Composition, Performance, and Pre-Music Therapy. Also the music program offers a Bachelor of Science in Audio Production. In the Bachelor of Arts, each concentration has two tracks, except for Pre-Music Therapy which has one, that students may choose as part of their course of study at IU Southeast. The Film and Media track within the Composition concentration is specifically geared towards students interested in writing music for film and other media environments such as video games and television. Students receive training in studio techniques and production through various projects that deal with music and other visual media. Unlike many technology programs, the Film and Media Composition program also involves training in the craft and technique of composition by our internationally-recognized composition faculty. A more specific description of these requirements is located online at: this location.

- MUS-K 300 Composition Concentration (2 x)

- MUS-A 321 Sound for Picture Production
- MUS-K 312 Arr for Instrumental & Vocal Groups
- MUS-Z 340 Introduction to Music Business

Track/Concentration Electives (recommended, but not required)

- MUS-G 370 Techniques for Conducting

 *Applied Instrumental Study

*Course prefix and number varies according to instrument.

Capstone

- MUS-K 406 *Projects in Electronic Music

 *Please refer to the Music Department website (here) for further information about the senior capstone requirement

Composition for the Concert Stage Concentration

The **Composition for the Concert Stage track of the Music Composition concentration** is designed to give the creative student the skills necessary to analyze, arrange, and compose works for the concert stage (i.e. chamber, orchestra, opera, and ballet). The degree stresses not only the creative aspect of music composition, but also incorporates technology and performing areas of music as well. Students get a chance to work with internationally performed composers in developing their craft and technique so that they are prepared to tackle the myriad of opportunities available to the composer today. Graduates of the composition program at IU Southeast have gone on to graduate study, scored for feature-length films, and written music for video games. A more specific description of these requirements is located online at: this link.

- MUS-K 300 Composition Concentration (2 x)
- MUS-K 400 Composition Major (2 x)
- MUS-K 312 Arr for Instrumental & Vocal Groups

Concentration Electives (recommended, but not required)

- MUS-G 370 Techniques for Conducting

 *Applied Instrumental Study

*Course prefix and number varies according to instrument.

Capstone

- MUS-K 402 *Senior Recital in Composition

 *Please refer to the Music Department website (here) for further information about the senior capstone requirement.

Music Industry (Bachelor of Arts)
Major/Department Policies

Please see our Web site at https://www.ius.edu/music/ for more information.

Scholarships/Awards

- Rasmussen Scholarship Award in Music
- Martha K. Stem Scholarship in Music
- James A. Poteet Award for Band
- Sherri L. Stiefler Scholarship in Music

Degree Requirements

Admission to the Music Department is by audition only. Students applying for admission into the Music Department at Indiana University Southeast to pursue a B.A. in Music degree – as well as those applying for a music scholarship – must attend one of the Music Department's Audition Days. Students can audition in any one of our tracks from our five major concentrations: Music Industry, Composition, Vocal/Instrumental Performance, Music Education, and Pre-Music Therapy.
   Audition dates and specific information relating to auditioning for certain tracks are posted on the music department's Web site at https://www.ius.edu/music/.

General Education and BA Distribution Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Music Business Concentration

Music and Business are natural partners in the world beyond academia. Performing arts organizations often function as small businesses requiring those involved to have fundamental skills in marketing, accounting, business law, and grant writing. Likewise, the arts and entertainment industry provides opportunities to the business minded person with an interest in retail, artist management, or the recording industry fields. The Music Business track within the Music Industry concentration coordinates the requirements for the B.A. degree in music with basic studies in the music industry, music law, marketing, and business law. Students at IU Southeast have the opportunity to gain real-world experience and connections through numerous internship opportunities.

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- MATH-M 119 Brief Survey of Calculus I OR MATH-M 122 College Algebra
- ENG-W 231 Professional Writing Skills

BA Distribution Component

Students should be aware that the Music Business degree has B.A. distribution requirement that requires the following courses:

- PSY-P 101 Introductory Psychology I
- SOC-S 163 Social Problems
- ECON-E 101 Survey of Economic Issues & Problems

All music majors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study and are meant to complement specific courses in one's concentration. A more specific description of these requirements is located online at https://www.ius.edu/music/.

Core Program

 *For more detailed information on the Ensemble and Performance class requirements, see the Music Department website (https://www.ius.edu/music/) .

- MUS-A 301 Electronic Studio Resource I
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging & Aural Percp I
- MUS-T 116 Sightsinging & Aural Percp II
- MUS-P 101 Piano Class 1 (or private lesson)
- Applied Instrumental Study
- MUS-X 040 or 070 *Univ Instrumental Ensembles (040) or University Choral Ensembles (070) (4 completions required)
- MUS-X 001 *All-Campus Ensemble (3 completions required)
- MUS-X 095 *Performance Class (7 completions required)

Specific Requirements for Concentration

- BUS-L 201 Legal Environment of Business
- BUS-M 300 Introduction to Marketing
- MUS-U 411 Performance Art Center Management
- MUS-U 413 Legal Aspects - Music Industry
- MUS-Z 340 Introduction to Music Business
- MUS-U 440 Practicum Varies

Capstone

All Music Business majors must complete an additional paper assignment related to their Practicum experience to fulfill the capstone requirement. Students must discuss this assignment with their advisor for further details.

Sound Engineering Concentration

The Sound Engineering track within the Music Industry concentration is designed to give students a well-rounded education in liberal arts courses, while exposing them to practical, theoretical, and creative applications of sound engineering in the field of music. This degree, unlike vocational approaches to music technology, provides a significant background in the academic areas of a traditional music degree. Students participate in ensembles, study two years of music theory, refine their aural skills, and show competency in the performance of music, as well as elements of audio production and fluency in current technologies. Since real world experience and networking are invaluable to the aspiring sound engineer, our students are given opportunities to engage in numerous projects through internships and courses that are taught on location with our studio partner, TNT Productions.

Core Program

All music majors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study and are meant to complement specific courses in one's concentration. A more specific description of these requirements is located online at https://www.ius.edu/music/.

- MUS-A 301 Electronic Studio Resource I
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging & Aural Percp I
- MUS-T 116 Sightsinging & Aural Percp II
- MUS-T 215 Sightsinging & Aural Percep III
- MUS-T 216 Sightsinging & Aural Percep IV
- MUS-T 317 Analysis of Tonal Music
- MUS-T 318 Analysis of Post-tonal Music
- MUS-X 040 or 070 *Univ Instrumental Ensembles (040) or University Choral Ensembles (070) (4 completions required)
- MUS-X 001 *All-Campus Ensemble (3 completions required)
- MUS-X 095 *Performance Class (7 completions required)

**For more detailed information on the Ensemble and Performance class requirements, see the Music Department website (https://www.ius.edu/music/).

Specific Requirements for Concentration

- MUS-A 321 Sound for Picture Production
- MUS-A 101 Intro to Audio Technology
- MUS-A 270 Multitrack Studio Tech I
- MUS-A 370 Multitrack Studio Tech II
- MUS-Z 340 Introduction to Music Business
- MUS- U 440 Practicum Varies

Capstone

- MUS-A 423 Project in Sound Engineering

Bachelor of Arts in Music - Performance

Program Description

The performance concentration at IU Southeast is intended for those students who wish to focus their studies on a particular instrument (any orchestral or band instrument, piano, organ, guitar) or voice. The curriculum stresses the development of the student's technique and musicianship, ensemble dynamics, building a fundamental knowledge of individual repertoire, and acquisition of practical pedagogical techniques.

Admissions

Students applying for entry into any Music B.A. or B.S. degree – as well as those applying for a music scholarship – must attend one of the Music Department's Audition Days. Students can audition in any one of our tracks from our five major concentrations: Music Industry, Composition, Performance, Music Education, and Pre-Music Therapy. Audition dates and specific information relating to auditioning for certain tracks are posted on the music department's website at Auditions.

Degree Requirements

Students completing the Bachelor of Arts in Music - Performance must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- Music Core and Performance Concentration (32 + 19 cr.)

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the music core and concentration must be completed with a grade of C- or higher or P for courses taken pass/fail.
- A minimum overall GPA of 2.0 required to graduate.

Music Core for Voice/Instrumental Performance

All music majors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study and are meant to complement specific courses in students' concentrations.

- MUS-T 113 Music Theory I (3 cr.)
- MUS-T 114 Music Theory II (3 cr.)
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 215 Sightsinging and Aural Perception III (3 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)
- MUS-T 317 Analysis of Tonal Music (3 cr.)
- MUS-T 318 Analysis of Post-Tonal Music (3 cr.)
- MUS-M 201 The Literature of Music I (3 cr.)
- MUS-M 202 The Literature of Music II (3 cr.)
- MUS-M 403 History of Music I (3 cr.)
- MUS-M 404 History of Music II (3 cr.)
- MUS-A 301 Electronic Studio Resources I (2 cr.)

Performance Concentration

- Applied Study in the Major Performance Area: Complete 6 semesters of lessons in one area, each course at 2 cr., for 12 total credits.
  - MUS-B Brass
  - MUS-D Percussion
  - MUS-H Harp
  - MUS-L Guitar
  - MUS-P Piano
  - MUS-Q Organ
  - MUS-S Strings

- MUS-W Woodwinds
- MUS-V Voice

- Choose between:
  - MUS-P 100 Piano Elective and Secondary (2 cr.);or
  - MUS-X 002 Piano Accompanying (2 cr.)

- 4 completions of MUS-X 40 University Instrumental Ensembles or MUS-X 70 University Choral Ensembles (1 cr. each) for 4 total credits.
- 3 additional completions of MUS-X 001 for 0 credit.
- 7 Completions of MUS-X 95 Performance Class at 0 credits
- Senior Recital (1 cr) : Complete different recital class, depending on instrument/voice:
  - MUS-B 402 Brass BM Senior Recital
  - MUS-D 402 Percussion BM Senior Recital
  - MUS-H 402 Harp BM Senior Recital
  - MUS-L 402 Guitar BM Senior Recital
  - MUS-P 402 Piano BM Senior Recital
  - MUS-Q 402 Organ BM Senior Recital
  - MUS-S 402 String BM Senior Recital
  - MUS-W 402 Woodwinds BM Senior Recital
  - MUS-V 402 Voice BM Senior Recital

Music - Audio Production (Bachelor of Science)

Major/Department Policies
Please see our website at: https://www.ius.edu/music/ for more information.

Scholarships/Award

- Rasmussen Scholarship Award in Music
- Martha K. Stem Scholarship in Music
- James A. Poteet Award for Band
- Sherri L. Stiefler Scholarship in Music

Students applying for admission into the Music Department at Indiana University Southeast to pursue a B.A. or B.S. in Music – as well as those applying for a music scholarship – must attend one of the Music Department's Audition Days. Students can audition in any one of our tracks from our five major concentrations: Music Industry, Composition, Vocal/Instrumental Performance, Music Education, and Pre-Music Therapy. Audition dates and specific information relating to auditioning for certain tracks are posted on the music department's website at http://www.ius.edu/music.

Degree Requirements

- *General*

Complete 120 total credit hours, with at least 30 at the 300-400 (upper division) level, with a program cumulative grade point average of 2.0

- *General Education Requirement (30 credit hours)*

Complete the University General Education requirements.

- *Major Requirements*

Core Program

All music majors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study and are meant to complement specific courses in one's concentration. A more specific description of these requirements is located online at: https://www.ius.edu/music/

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I
- MUS-T 116 Sightsinging and Aural Perception II
- MUS-T 215 Sightsinging and Aural Perception III
- MUS-T 216 Sightsinging and Aural Perception IV
- MUS-X 040 or 070 *Univ Instrumental Ensembles (040) or University Choral Ensembles (070) (four completions required)
- MUS-X 001 *All-Campus Ensembles (3 completions required)
- MUS-X 095 *Performance Class (7 completions required)

 *For more detailed information on the Ensemble and Performance class requirements, see the Music Department website (https://www.ius.edu/music/).

- *Track Requirements - Audio Production*

The Audio Production program is designed to provide audio production students with a program that affords students a more in-depth understanding of the profession and a greater breadth of skills and experience. The program is designed to give students improved preparation for graduate school, post-baccalaureate technical programs and more varied options in the job market. The BS degree and employers and graduate schools are accustomed to their students having the expertise gained from the concentration in studio the BS degree provides. Students interested in pursuing employment in various avenues of audio production such as live or studio recording, sound for theatre, live performance sound, or continuing on to graduate and post-baccalaureate certification **in** the field are encouraged to apply.

Specific Requirements for Major:

- MUS-Z 340 Intro to the Business of Music
- MUS-A 321 Sound for Picture Production
- MUS-U 413 Music Law
- MUS-U 411 Concert Management
- MUS-A 301 Electronic Studio Resources I
- MUS-Z 110 Song Writing
- THTR-T 225 Stagecraft I
- THTR-T 424 Stagecraft II
- THTR-T 483 Sound Design
- MUS-A 101 Intro to Audio Recording
- MUS-A 302 Audio for Multimedia & Internet
- MUS-A 270 Multitrack I
- MUS-A 370 Multitrack II
- MUS-A 470 Individual Project
- MUS-A 423 Final Project
- MUS-A 440 Internship (Repeatable)

- MUS-P 100 Piano Class

Music Business (Bachelor of Science)

Program Description

The strength of this degree is that it provides a strong core in music theory and music literature and history with specific skill courses reflecting multiple aspects of the business side of music creation and promotion. The curriculum draws and integrates coursework from the School of Business, and the Journalism, and Fine Arts departments; and is designed to prepare students for entry-level positions in recording studios, arts centers, wholesale or retail musical equipment outlets, booking agencies, live performance venues, music publishing companies or the film industry. An internship is required.

Admission to the Music Department is by audition only.

Students applying for admission into the Music Department at Indiana University Southeast to pursue a B.A. or B.S. in Music – as well as those applying for a music scholarship – must attend one of the Music Department's Audition Days. Students can audition in any one of our tracks from our five major concentrations: Music Business, Composition, Vocal/Instrumental Performance, Music Education, and Pre-Music Therapy. Audition dates and specific information relating to auditioning for certain tracks are posted on the music department's website.

Scholarships/Award

- Rasmussen Scholarship Award in Music
- Martha K. Stem Scholarship in Music
- James A. Poteet Award for Band
- Sherri L. Stiefler Scholarship in Music

Music Department Policies

Please see the department website for more information.

Degree Requirements

Students receiving the Bachelor of Science in Music degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Music Core Courses (36 cr.)
- Track Requirements (48 cr)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Complete the University General Education requirements. Generally students are free to pick amongst the approved courses to fulfill General Education; however, for maximum degree completion efficiency for this degree, select the following courses to satisfy these areas of the General Education curriculum:

Written Communication

- ENG-W 131 Reading, Writing, & Inquiry I
- ENG-W 231 Professional Writing *Skills*

Oral Communication

- SPCH-S 121 Public Speaking

Arts & Humanities

- MUS-T 109* Rudiments of Music I

unless student places in to MUS-T 113 ; in which case , any approved Arts or Humanities course.

Core Requirements (36 cr.)

- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I
- MUS-T 116 Sightsinging and Aural Perception II
- MUS-T 215 Sightsinging and Aural Perception III
- MUS-T 216 Sightsinging and Aural Perception IV
- MUS-T 317 Analysis of Tonal Music
- MUS-T 318 Analysis of Post-Tonal Music
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music 1
- MUS-M 404 History of Music 2
- MUS-A 301 Electronic Studio Resource I
- MUS-P 100 Piano Elective and Secondary
- MUS-X 040/070 University Instrumental/ Choral Ensembles

The following are 0 credit requirements

- MUS-X 001 All Campus Ensemble 3 semesters
- MUS-X 095 Performance Class 7 semesters

Track Requirements (48 cr.)

Music Business track requirements.

- BUS-A 200 Foundations of Accounting
- BUS-K 201 The Computer in Business
- BUS-M 300 Introduction to Marketing
- BUS-W 100 Principles of Business Administration
- BUS-W 211 Contemporary Entrepreneurship
- CMCL-C 337 New Media
- ENG-W 311 Writing Creative Non-Fiction
- ENG-W 315 Writing for the Web
- FINA-P 323 Introduction to Web Design
- JOUR-J 301 Social Media Strategies
- JOUR-J 320 Principles of Creative Advertising
- MUS-Z 340 Music Business Survey
- MUS-U 411 Performing Art Center Management
- MUS-U 413 Legal Aspects - Music Industry
- MUS-U 440 Practicum

Music Education (Bachelor of Science)

Program Description

The Music Education curriculum is designed to prepare students for licensing in Indiana and Kentucky to teach music at all levels of education from K-12 (also known as P-12). There are two tracks in the concentration: Vocal

and General Music, P-12 and Instrumental and General Music, P-12. Both tracks prepare students for teaching music at the elementary and secondary levels. Students interested in vocal/choral music should enroll in the Vocal and General Music track. Those interested in band and orchestra should enroll in the Instrumental and General Music track. These curricula provide a strong foundation in musical study and pedagogy, as well as offering a breadth of general education subjects. Since the best way to learn teaching is to be in the classroom, the program features extensive field experience in classrooms in the region.

This program is jointly administered by the Music Department within the School of Arts & Letters and the School of Education. Admission to the Music program for music education is based upon a successful audition with a high-school GPA of at least 2.0. Once admitted to the School of Arts & Letters, students will need to complete pre-requisites to be dually accepted into the School of Education. Once admitted fully to the Music Education program, students will be advised by both the School of Arts & Letters and the School of Education.

Scholarships/Award

Rasmussen Scholarship Award in Music, Martha K. Stem Scholarship in Music, James A. Poteet Award for Band, Eric Schansberg Award for Strings, Wil Greckel Music Scholarship, and the IU Southeast Music Composition Scholarship.

Degree Requirements

- *General*

Complete 120 total credit hours, with at least 30 at the 300-400 (upper division) level, with a program cumulative grade point average of 2.0

General Education Requirement (30 credit hours)

Complete the University General Education requirements. Generally students are free to pick amongst the approved courses to fulfill General Education; however, for maximum degree completion efficiency for this degree, select the following courses to satisfy these areas of the General Education curriculum:

Written Communication

- ENG-W 131 Reading, Writing, & Inquiry I
- ENG-W 231 Professional Writing Skills

Oral Communication

- COMM-S 121 Public Speaking

Ethical Questions or Diversity

- EDUC-M 300 Teaching in a Pluralistic Society

Arts & Humanities

- MUS-T 109* Rudiments of Music I

Major Requirements

Core Music Courses Completed by All Students

- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I
- MUS-T 116 Sightsinging and Aural Perception II

- MUS-T 215 Sightsinging and Aural Perception III
- MUS-T 216 Sightsinging and Aural Perception IV
- MUS-T 317 Analysis of Tonal Music
- MUS-T 318 Analysis of Post-Tonal Music
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 403 History of Music 1
- MUS-M 404 History of Music 2
- MUS-A 301 Electronic Studio Resource I
- MUS-P 100 Piano Elective and Secondary
- MUS-X 040/070 University Instrumental/ Choral Ensembles

The following are 0 credit requirements

- MUS-X 001 All Campus Ensemble 3 semesters
- MUS-X 095 Performance Class 7 semesters

Track Requirements

Students in Music Education need to pass a Keyboard Proficiency exam. The department therefore recommends that piano study continue until the student can do so.

Vocal and General Music P-12

Education Requirements

- EDUC-F 200 Examining Self as Teacher
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-P 250 General Educational Psychology
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-M 314 General Methods for Sr./Jr High/ Middle School Teachers
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 323 Teaching of Music in Elementary Schools
- EDUC-M 425 Student Teaching in Elementary School
- EDUC-M 480 Student Teaching in Secondary School

Music Requirements

- MUS-M 388 Methods of Teaching Choral Music
- MUS-U 230 Foreign Language for Singers
- MUS-G 261 String Class Techniques
- MUS-G 281 Brass Instrument Techniques
- MUS-G 337 Woodwind Methods
- MUS-G 370 Technique for Conducting
- MUS-G 371 Choral Conducting
- MUS-G 338 Percussion Methods
- MUS-K 312 Arranging for Instrumental and Vocal Groups
- MUS-M 414 Choral Repertoire
- MUS-P 105 Keyboard Proficiency
- MUS-V 200-level Applied Voice
- MUS-V 300-level Applied Voice
- MUS-V 400-level Applied Voice
- MUS-X 002 Piano Accompanying

Instrumental and General Music P-12

Education Requirements

- EDUC-F 200 ExaminingSelf as Teacher
- EDUC-M 300 Teaching in a Pluralistic Society

- EDUC-P 250 General Educational Psychology
- EDUC-K 205 Introductory to Exceptional Children
- EDUC-M 314 General Methods for Sr./Jr. High/ Middle School Teachers
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 323 Teaching of Music in Elementary Schools
- EDUC-M 425 Student Teaching in Elementary School
- EDUC-M 480 Student Teaching in Secondary School

Music Requirements

- MUS-M 337 Methods and Materials for Teaching Instrumental Music
- MUS-E 471 Jazz for Teachers
- MUS-F 466 Techniques in Marching Bands
- MUS-G 261 String Class Techniques
- MUS-G 281 Brass Instrument Technique
- MUS-G 337 Woodwind Methods
- MUS-G 338 Percussion Methods
- MUS-G 370 Techniques for Conducting
- MUS-G 373 Instrumental Conducting
- MUS-K 312 Arranging for Instrumental & Vocal Groups
- MUS-P 105 Piano Proficiency
- MUS-Varies 200-level Applied Instrumental Music in student's principal instrument
- MUS-Varies 300-level Applied Instrumental Music in student's principal instrument
- MUS-Varies 400-level Applied Instrumental Music in student's principal instrument

Minor in Music

Program Admission Requirements

- All music minors are required to take courses that engage the student in the general study of music through music literature, theory, technology, and performance. The following courses serve as a foundation to this study. A more specific description of these requirements is located online at: https://www.ius.edu/music/

Core Program

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-T 113 Music Theory I
- MUS-T 115 Sightsinging & Aural Percp I
- MUS-T 114 Music Theory II
- MUS-T 116 Sightsinging & Aural Percp II
- MUS-X 040 or 070 *Univ Instrumental Ensembles (040) or University Choral Ensembles
- **Applied Instrumental Study (2 x)

*Please refer to the Music Department website (https://www.ius.edu/music/) for further information about these requirements.

 **Course prefix and number varies according to instrument.

Minor in Music Recording and Production

The Minor in Music Recording provides students with the opportunity to obtain knowledge and experience in audio production and allows those who want to obtain a degree in a different discipline, or do not have a formal music background, with a concentration in Audio Production. Students in other areas of the music program, such as music business, music education, performance or composition would also benefit from the additional expertise obtained through this minor.

Complete one of the following:

- MUS-T 109 Fundamentals of Music
- MUS-T 113 Music Theory I

Complete the following:

- MUS-M 174 Music Appreciation
- MUS-A 101 Intro to Audio Recording
- MUS-A 270 Multi-track Studio I
- MUS-A 301 Electronic Studio I
- MUS-A 302 Electronic Studio II
- MUS-P 100 Piano

Complete two of the following (may also take one semester of each):

- MUS-X 1 Ensemble Participation
- MUS-X 95 Performance Class

Philosophy

When Socrates exclaimed to his incredulous accusers, "I know you won't believe me, but I truly believe the highest human excellence is to question oneself and others," he captured the spirit of all philosophical effort. Although philosophy has undergone profound changes since his time, it still seeks to come to terms with the questions and issues provoked by every phase of life, and it produces arguments and accounts bearing on every subject worthy of disciplined reflection.

Contact Information

Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/philosophy/

Academics
Undergraduate Degrees

- Bachelor of Arts
  - Traditional
  - Religious Studies

Minors

- Philosophy Minor
- Religious Studies Minor

Program Information
Student Learning Goals

1: Through the study of Philosophy at IUS, students should be able to comprehend, interpret and evaluate the different philosophical positions to which they are exposed. Students should be able to understand and restate accurately positions or arguments, as well as make

reasoned judgments and present cogent arguments to support their judgments.

2: Students should improve their skills in making responsible, rational judgments on issues of moral rightness and wrongness as well as on matters of moral character. Students should be able to make use of classical ethical theories in formulating these judgments.

3: Students should develop the ability to present comprehensive interpretations and arguments clearly, accurately, and without prejudice in both written and oral forms.

4: Students should increase their ability to reflect upon their own views and consider whether other positions are stronger. They should be able to make modifications when their own careful thinking indicates that this is appropriate. Such openness requires that students appreciate the variety of philosophical positions that have been developed both across different periods in Philosophy as well as within a given period. Given the impact that cognate fields such as social and political theory, science, and religion have had on the development of philosophical ideas, students should also reflect on relevant ideas from these fields as well.

5: Students should have an awareness and understanding of issues and positions that have been prominent in the philosophical tradition. Students should have a strong grounding in the major philosophies of the ancient and modern periods of Western Philosophy, as well as exposure to non-Western schools of thought.

Philosophy (Bachelor of Arts)
Mission/Vision Statement

When Socrates exclaimed to his incredulous accusers, "I know you won't believe me, but I truly believe the highest human excellence is to question oneself and others," he captured the spirit of all philosophical effort. Although philosophy has undergone profound changes since his time, it still seeks to come to terms with the questions and issues provoked by every phase of life, and it produces arguments and accounts bearing on every subject worthy of disciplined reflection. Majoring in philosophy offers a student the opportunity to gain skills in critical thinking, writing, and reading not afforded by many other disciplines. These are vital skills if one is to succeed in a rapidly changing work world. For those students who intend to pursue an advanced professional degree (for example, in medicine or law), the philosophy major provides the analytic training and intellectual studies that make for a well-rounded, qualified, and attractive candidate. Further, the B.A. with a major in philosophy (or a double major including philosophy) is an excellent degree for those who intend to study for an advanced degree, even if the advanced degree will not be in philosophy. Finally, those whose main goal in pursuing an undergraduate degree is to gain a deeper understanding of the world in which we live would do well to consider a major in philosophy. For more information, see our web site at ius.edu/philosophy/.

Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- PHIL-P 100 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics
- PHIL-P 170 Introduction to Asian Philosophy

Traditional Track

Major Specific Requirements

The traditional track of the philosophy major requires a minimum of 31 credit hours in philosophy. Two courses at the 100-level may be included in the 31 credit hours. (The BA degree requires students to complete a minimum of 30 credit hours in courses at the 200-400 level.)

The following requirements must be satisfied:

Logic Requirement: Students must take either PHIL-P 150 Elementary Logic or PHIL-P 250 Introductory Symbolic Logic.

Upper-Level Course Requirements: Philosophy majors must complete the IU Southeast research writing or argumentative writing requirement before taking a third upper-level course in philosophy.

History of Philosophy Requirement: Philosophy majors must take one course chosen from: PHIL- P 302 Medieval Philosophy, PHIL-P 304 Nineteenth-Century Philosophy, PHIL-P 314 Modern Philosophy, or PHIL-P 410 Ancient Greek Philosophy.

Diversity Requirement: Students must take either PHIL-P 170 introduction to Asian Philosophy, PHIL-P 334 Buddhist Philosophy, PHIL-P 374 Early Chinese Philosophy, or PHIL-P 394 Feminist Philosophy.

Social and Political Philosophy and Ethics Requirement: Philosophy majors must take one course in social and political philosophy or ethics at the 200 level or above (e.g., PHIL-P 237 Environmental Philosophy, PHIL-P 240 Business and Morality, PHIL-P 340 Classics in Ethics, PHIL-P 342 Problems of Ethics, PHIL-P 343 Classics in Social and Political Philosophy, or PHIL-P 345 Problems in Social and Political Philosophy).

Metaphysics and Epistemology Requirement: Students must take PHIL-P 310 Topics in Metaphysics, PHIL-P 313 Theories of Knowledge, PHIL-P 320 Philosophy and Language, PHIL-P 360 Philosophy of Mind, or PHIL-X 303 Introduction to Philosophy of Science.

Senior Proseminar Requirement: Philosophy majors must take at least one credit (up to four) in PHIL-P 495 Senior Proseminar in Philosophy during their senior year.

Student must take one of the following:

- PHIL-P 150 Elementary Logic
- PHIL-P 250 Introductory Symbolic Logic

Student must take one of the following:

- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 Nineteenth-Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy

Students must take one of the following:

- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 334 Buddhist Philosophy
- PHIL-P 374 Early Chinese Philosophy
- PHIL-P 394 Feminist Philosophy

Students must take one of the following:

- PHIL-P 237 Environmental Ethics
- PHIL-P 240 Business and Morality
- PHIL-P 340 Classics in Ethics
- PHIL-P 342 Problems of Ethics
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 345 Problems in Social and Political Philosophy

Or other course as approved by philosophy advisor

Students must take one of the following:

- PHIL-P 310 Topics in Metaphysics
- PHIL-P 313 Theories of Knowledge
- PHIL-P 320 Philosophy and Language
- PHIL-P 360 Philosophy of Mind
- PHIL-X 303 Introduction to Philosophy of Science

Students must take the following:

- PHIL-P 495 Senior Pro-Seminar in Philosophy

Philosophy Electives

- PHIL-P 200 Problems of Philosophy
- PHIL-P 320 Philosophy and Language
- PHIL-P 330 Marxist Philosophy
- PHIL-P 338 Technology and Human Values
- PHIL-P 346 Classics in Philosophy of Art
- PHIL-P 371 Philosophy of Religion
- PHIL-P 401 History of Philosophy: Special Topics
- PHIL-P 490 Readings in Philosophy
- PHIL-X 303 Introduction to Philosophy of Science

Capstone

- PHIL-P 495 Senior Proseminar

Religious Studies Track

The religious studies concentration of the philosophy major requires a minimum of 31 credit hours in philosophy and religious studies. The following requirements must be satisfied:

Lower-level philosophy requirements: PHIL-P 140 Introduction to Ethics and PHIL-P 150 Elementary Logic.

Upper-level philosophy requirements: REL-P 371 Philosophy of Religion and PHIL-P 495 Senior Pro-seminar in Philosophy.

One course in the History of Philosophy selected from: PHIL-P 302, Medieval Philosophy, PHIL-P 304 Nineteenth Century Philosophy, PHIL-P 314 Modern Philosophy, or PHIL-P 410 Ancient Greek Philosophy.

Lower-level religious studies requirements: Students must take both REL-R 152 Jews, Christians, Muslims and REL-R 153 Religions of Asia.

Upper-level religious studies requirements: Two courses at the 200 level or above. (The BA degree requires students to complete a minimum of 30 credit hours in courses at the 300-400 level.)

Students must take all of the following:

- PHIL-P 140 Introduction to Ethics
- PHIL-P 150 Elementary Logic
- PHIL-P 371 Philosophy of Religion
- PHIL-P 495 Senior Proseminar

Students must take both of the following:

- REL-R 152 Jews, Christians, Muslims
- REL-R 153 Religions of Asia

Students must take one of the following:

- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 Nineteenth Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy

Students must take two of the following:

- REL-R 200 Studies in Religion
- REL-R 210 Introduction to Old Testament/Hebrew Bible
- REL-R 220 Introduction to New Testament
- REL-R 245 Introduction to Judaism
- REL-R 257 Introduction to Islam
- REL-R 280 Speaking of God
- REL-R 327 Christianity 50-450
- REL-R 331 Christianity 1500-2000
- REL-R 335 Religion in the United States, 1600-1850
- REL-R 336 Religion in the United States, 1850-Present
- REL-R 345 Religious Issues in Contemporary Judaism
- REL-R 362 Religion in Literature
- REL-R 364 Topics in Gender and Western Religion
- REL-R 371 Religion, Ethics, and the Environment

Religious Studies Electives

- REL-R 160 Religion and American Culture
- REL-R 170 Religion, Ethics, and Public Life
- REL-R 180 Introduction to Christianity

Minor in Philosophy
Degree/Certificate Requirements
By completing 15 credit hours in philosophy, including 3 credit hours in logic and 9 credit hours at the 200 level or above, students can receive a minor in philosophy. Minoring in philosophy offers students working toward another major the opportunity to expand their studies and inform their work in other disciplines. It gives students a chance to address some of the ethical questions that will undoubtedly arise within the context of their chosen field, as well as to gain a stronger grasp of the philosophical and historical elements that contribute to the foundations

of their discipline. In addition, minoring in philosophy helps the student to sharpen his or her analytic skills and to achieve a greater cultural awareness.

Select one Logic course

- PHIL-P 113 Introduction to Debate, Argument, and Persuasion
- PHIL-P 150 Elementary Logic
- PHIL-P 250 Introductory Symbolic Logic
- PHIL-P 251 Intermediate Symbolic Logic

Prescribed Electives

- PHIL-P 200/300/400 3 courses (9 units) in Philosophy at 200 level or higher

Open Elective

- PHIL-P 100-400 One additional Philosophy course at any level

Minor in Religious Studies

Students can minor in religious studies by completing 15 credit hours of religious studies courses with 9 credit hours at the 200 level or above. PHIL-P 371 Philosophy of Religion (3 cr.) may be counted in the 15 credit hours.

Introductory Level Course

- REL-R 100 Any religious studies course at 100 level

Upper Division Level Requirements

- REL-R 200/300/400 3 courses (9 units) in Religious Studies at 200 level or higher

And/Or

- PHIL-P 371 Philosophy of Religion

Open Elective

- REL-R 100-400 One additional REL-R course at any level.

Theatre

The Theatre program at Indiana University Southeast is committed to providing a wide variety of opportunities for students to explore and develop expertise in performance and design. All theatre majors are active participants in the Theatre Department's productions which serve as a laboratory for the major. Students are able to acquire skills and specialize in design, directing, and performance as they receive individualized attention and one to one interaction with the theatre faculty.

Contact Information
Arts and Letters Office: (812) 941-2342
Website: https://www.ius.edu/theatre/

Academics
Undergraduate Degrees

- Bachelor of Arts

Minors

- Communication Theatre Minor

Communication - Theatre & Theatre Business Tracks (Bachelor of Arts)

The Theatre Department at Indiana University Southeast gives students the opportunity in both performance and technical concentrations to leave the department with a full grasp of not only their own area of expertise, but of theatre as a whole. Upon graduation, students will have an understanding of their talents and the skills they will need to continue to improve to achieve their goals.

The Theatre Department provides students with the knowledge and skills to grapple with issues of integrity, ethics and the relationship between life in the theatre and the "outside world" in terms of self expression, responsibility, and involvement in making positive contributions to society as a whole.

Major/Department Policies
The following policies apply to the tracks in Theatre and Theatre Business

- **GPA**: All required core courses in the Theatre track must be completed with a minimum grade of C or higher.
- **Graduation Requirements:** All Baccalaureate degrees offered by IU Southeast requires a minimum of 120 credit hours and a minimum of 30 credit hours of upper level coursework (300-level or above). No more than 64 credit hours earned in accredited junior/community colleges may be applied towards a Baccalaureate degree. The University Residency Requirement dictates that students must complete no less than 26 credit hours at IU Southeast during their senior year and no less than 10 credit hours of coursework in the major field of study. Students must complete all General Education and Bachelor of Arts requirements. For a major in Theatre/Theatre Business, students must complete all courses listed in the program's degree plan. Further, the Department also must approve all transfer credits into the major.
- **Transfer credits** (Resident, Transfer, and Returning Students): Students who originally enrolled at IU Southeast, who have completed the requirements for admission into the Theatre program, and who have been continuously enrolled at IU Southeast (no more than three consecutive semesters without enrolling at IUS) are considered resident students. A student transferring from another university, or changes majors within IU Southeast, will be considered a resident student and will be covered by resident student guidelines. Students who have not enrolled at IU Southeast for four or more consecutive semesters are considered returning students.
- **Policies for Accepting Transfer Credit:** Department of Theatre policy for those transferring core courses:

  - Prerequisites for core courses must be met (either by completing the course[s] at IU Southeast or through transfer credit from another university) before a student may enroll in the core course.
  - All of the core courses must be completed either by taking the appropriate course, or through substitution via a comparable

course transferred from another institution or department.

- The authority to decide which, if any, courses will be accepted for transfer credit will rest with the student's advisor (with the consent of the faculty of the Theatre Department). The student's advisor may require a syllabus or some other evidence of a course's suitability for transfer credit before a decision is made.
- Students may not use correspondence courses in theatre for academic credit.
- Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity courses.
- Transfer students must also meet the distribution and graduation requirements as they appear in the IU Southeast *Bulletin.*

- **Returning Students:** Returning students must meet the distribution and major requirements as outlined in the IU Southeast *Bulletin* for the term in which they re-enroll. Core courses completed more than five years prior to re-enrollment will be accepted for credit on a case by case basis to be determined by the Department of Theatre faculty. All students (resident, transfer, and returning) must meet the B.A. requirements for distribution and major courses outlined in the IU Southeast *Bulletin.*

University policies: Students must adhere to all university policies and rules as described in the IU Southeast *Bulletin* in effect when a student enrolls in the university.

Scholarships/Awards

The Rasmussen Scholarship

The Rasmussen Awards are funded by an endowment given to Indiana University Southeast by Mrs. Naomi K. Rasmussen of New Albany, Indiana. The Indiana University Foundation holds the fund in trust, and a percentage of the fund's earnings are awarded annually to exceptional students in the performing arts.

The Rasmussen Awards are intended to strengthen and support the performing arts at Indiana University Southeast by offering talented students monetary assistance for full participation in musical, theatrical, and/or dance performing groups.

Award amounts vary with each student. Students who qualify will be awarded funds which may cover tuition and fees for up to 30 credit hours per academic year. Awards are given on a year-to-year basis. A student in good standing who has fulfilled previous award obligations may apply each year for the award. Please be aware, however, that these awards are competitive.

Qualifications: Students who receive this award will be selected on the basis of their past participation and success in theatrical production or performance, their grades, the strength of their recommendations, their audition and/or portfolio presentation, and their commitment to participation in a broad range of theatre.

Complete information, including audition dates and times, may be found on the Theatre Department web page (https://www.ius.edu/theatre).

Degree/Certificate Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Applicable to all Theatre tracks

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or prerequisites for course work in the school/major.

- THTR-T 120 Acting I

Theatre Concentration

BA Distribution Component

- THTR-T 270 Introduction to History of Theatre I
- *THTR-T 271 Introduction to History of Theatre II*

Students must complete each of the following core requirements. Students may substitute THTR-T 320 Acting III for the THTR-T 220 Acting II course with permission of theatre faculty.

Core Program

- THTR-T 220 Acting II
- THTR-T 222 Voice for the Actor
- THTR-T 225 Stagecraft I
- THTR-T 363 Modern Plays for Stage Interpretation

Major Specific Requirements

Theatre Design – minimum 3 credit hours from the following:

- THTR-T   230   Stage Costuming I
- THTR-T   326   Scene Design
- THTR-T   335   Stage Lighting I
- THTR-T   433   Costume Design

Dramatic Literature – minimum 3 credit hours from the following:

- THTR-T   275   American Theatre: The Black Experience & Contribution
- ENG-L   203   Introduction to Drama
- ENG-L   308   Elizabethan Drama and Its Background
- ENG-L   313   Early Plays of Shakespeare
- ENG-L   314   Late Plays of Shakespeare
- ENG-L   328   Restoration and Eighteenth-Century Drama
- ENG-L   363   American Drama

- ENG-L   365   Modern Drama: Continental
- ENG-L   366   Modern Drama: English, Irish, and American

<u>Practical Experience – 6 credits to be chosen as a combination of the following:</u>

- THTR-T   349   Theatre Practicum (max. 2 credits per sem. for a total of 6 credits)
- THTR-T   385   Theatre Laboratory (max. 2 credits per semester)

Nine (9) credit hours must be selected from courses in theatre electives. These electives must be from the 200-400 Level.

Three (3) credit hour Senior Capstone Experience and Portfolio Review: Junior level theatre-track majors must schedule a capstone experience to be completed during their senior year of study with a member of the theatre faculty.

See theatre web site (https://www.ius.edu/theatre) for capstone requirements.

Electives

- THTR-T 221 Movement for the Actor
- THTR-T 230 Stage Costuming I
- THTR-T 236 Readers Theatre I
- THTR-T 275 American Theatre: The Black Experience & Contribution
- THTR-T 310 Creative Dramatics
- THTR-T 315 Oral Interpretation II
- THTR-T 320 Acting III
- THTR-T 325 Voice and Speech
- THTR-T 326 Scene Design I
- THTR-T 335 Stage Lighting
- THTR-T 340 Directing I
- THTR-T 345 Theatre for Children
- THTR-T 349 Theatre Practicum (max. 2 credits per sem. for a total of 6 credits)
- THTR-T 385 Theatre Laboratory (max. 2 credits per semester)
- THTR-T 390 Creative Work in Summer Theatre (1-3; may be repeated once for credit)
- THTR-T 400 Arts Management
- THTR-T 410 Movement for the Theatre
- THTR-T 424 Stagecraft II
- THTR-T 433 Costume Design
- THTR-T 446 Theatre for Children
- THTR-T 453 Playwriting I
- THTR-T 458 Screenwriting
- THTR-T 483 Topics in Theatre and Drama (1-3; may be repeated once for credit if topic differs)
- THTR-T 490 Independent Study in Theatre and Drama (1-6 credits)

Capstone

- THTR-T 490 Independent Study in Theatre and Drama

Theatre Business Concentration

BA Distribution Component

<u>Theatre Components</u>

- THTR-T 270 Introduction to History of Theatre I
- THTR-T 271 Introduction to History of Theatre II

<u>Business Components</u>

- PSY-P 101 Introductory Psychology I
- SOC-S 163 Social Problems
- ECON-E 101 Survey of Economic Issues and Problems

Core Program

<u>Theatre Components</u>

- THTR-T 225 Stagecraft I
- THTR-T 340 Directing I
- THTR-T 400 Arts Management

<u>Business Components</u>

- BUS -A 201 Introduction to Financial Accounting
- BUS-L 201 Legal Environment of Business
- BUS-M 300 Introduction to Marketing Management
- BUS-M 415 Advertising and Promotion Management
- Professional Internship

Major Specific Requirements

<u>Dramatic Literature – minimum of 3 credit hours from the following:</u>

- THTR-T 275 American Theatre: The Black Experience & Contribution
- THTR-T 363 Modern Plays for Stage Interpretation
- ENG-L 203 Introduction to Drama
- ENG-L 308 Elizabethan Drama and Its Background
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 328 Restoration and Eighteenth-Century Drama
- ENG-L 363 American Drama
- ENG-L 365 Modern Drama: Continental
- ENG-L 366 Modern Drama: English, Irish, and American

<u>Practical Experience – 4 credits chosen as a combination of the following:</u>

- THTR-T 349 Theatre Practicum (max. 2 credits per sem. for a total of 6 credits)
- THTR-T 385 Theatre Laboratory (max. 2 credits per semester)

Students must choose one of the following:

- MATH-M 119 Brief Survey of Calculus I

 OR

- MATH -M 122 College Algebra

 AND

- CSCI –C 106 Introduction to Computers and Their Use
- ENG-W 231 Professional Writing Skills

Specific Requirements for Concentration

Students must take six (6) credit hours of electives from the recommended list below:

Advertising courses in communication studies may also be used to fulfill the elective requirement.

Three (3) credit hour Senior Capstone Experience and Portfolio Review: Junior level theatre-track majors must schedule a capstone experience to be completed during their senior year of study with a member of the theatre faculty.

See theatre web site (https://www.ius.edu/theatre) for capstone requirement

Electives

- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 260 Personal Finance
- COAS-W 100 Introduction to Business
- FINA-P 273 Computer Art and Design I
- SPCH-S 223 Business and Professional Communication
- SPCH-S 324 Persuasion
- MUS-U 411 Performing Arts Center Management

Capstone

- THTR-T 490 Independent Study in Theatre and Drama

Minor in Communication Theatre
Department Policies

- All required courses in the theatre track must be completed with a minimum grade of C.
- Students may not use correspondence courses in theatre for academic credit.
- Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity courses.

Degree Requirements

Students must complete 15 credit hours from the follow core theatre requirements for a completion of a minor. The theatre history requirement may be completed with either THTR-T 270 or THTR-T 271.

Common Requirements/Core Program

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft I

Students must choose one of the following:

- THTR-T 270 Introduction to History of Theatre I
- THTR-T 271 Introduction to History of Theatre II

Six (6) credit hours must be selected from courses in theatre electives. These electives must be at the 200-400 Level.

Upper Division Requirements

Elective and Upper Division Options

- THTR-T 221 Movement for the Actor
- THTR-T 230 Stage Costuming I
- THTR-T 236 Readers Theatre I
- THTR-T 275 American Theatre: The Black Experience & Contribution
- THTR-T 310 Creative Dramatics
- THTR-T 315 Oral Interpretation II
- THTR-T 320 Acting III

- THTR-T 325 Voice and Speech
- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 340 Directing I: Fundamentals
- THTR-T 345 Theatre for Children
- THTR-T 349 Theatre Practicum
- THTR-T 363 Modern Plays for Stage Interpretation
- THTR-T 385 Theatre Laboratory
- THTR-T 390 Creative Work in Summer Theatre
- THTR-T 400 Arts Management
- THTR-T 410 Movement for the Theatre
- THTR-T 424 Stagecraft II
- THTR-T 433 Costume Design
- THTR-T 446 Theatre for Children
- THTR-T 453 Playwriting I
- THTR-T 458 Screenwriting
- THTR-T 483 Topics in Theatre and Drama
- THTR-T 490 Independent Study in Theatre and Drama

Gender Studies

The Gender Studies Program provides you with an opportunity to work in an interdisciplinary program to study how gender and sexuality influence human behavior, culture, and society. You will study issues of gender as they relate to class, race, age, sexual orientation, and ethnicity in order to better understand many women and gender-related issues.

Contact Information
Arts and Letters Office: (812) 941-2342
Website:

Academics
Undergraduate Certificates

- Gender Studies Certificate

Minors

- Gender Studies Minor

Program Information
Learning Goals

- Students will demonstrate knowledge of the social construction of gender and the ways in which gender intersects with race, class, ethnicity and sexuality.
- Students will apply feminist and gender theory to an analysis of gender and sexuality.
- Students will identify and analyze the global, scientific, cultural, historical, or political issues that have created controversy concerning gender and sexuality.
- Students will apply central concepts and theories from Gender Studies to their own life experiences and the world around them such as through a course project, a service-learning project, or an internship experience.

Certificate in Gender Studies
Mission/Vision Statement

The Gender Studies Program at IU Southeast is interdisciplinary and draws from diverse specializations. In the program, students learn and share knowledge

about the way gender, sexuality, and culture shape the experiences, ideologies, individuals, and politics in the world. Students explore issues of gender, sexuality, and culture in the context of history, literature, class studies, religion, art, philosophy, sociology, the natural sciences and other areas. The Women's and Gender Studies program is dedicated to working for intellectual excellence, educational equity and a campus free of sexism, racism, heterosexism and other forms of discriminatory treatment.

Certificate Requirements

24 credit hours in women's and gender studies, including:

- GNDR-G 101 Gender, Culture, and Society
- GNDR-G 498 Seminar in Gender Studies (Senior Seminar)
- 18 credit hours in other women's studies courses which must include:
    - two humanities courses from approved list of electives
    - two social science courses from approved list of electives
    - at least 12 of these 18 credit hours must be in 300- to 400-level courses
- GNDR-G 101 Gender, Culture, and Society

Electives

- CJUS-P 318 Gender, Crime, and Justice: A Global Perspective
- CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System
- ENG-L 207 Women and Literature
- ENG-L 210 Studies in Popular Literature and Mass Media
- ENG-L 335 Victorian Literature
- ENG-L 351 American Literature, 1800-1865
- ENG-L 352 American Literature, 1865-1914
- ENG-L 354 American Literature, 1914-Present
- ENG-L 371 Critical Practices
- ENG-L 378 Studies in Women and Literature
- FINA-A 485 Women and Gender in the Visual Arts
- HPER-H 305 Women's Health
- LSTU-L 210 Workplace Discrimination/Fair Employment
- LSTU-L 289 Work Like a Girl: Women's Evolving Workplace Role
- LSTU-L 290 Topics in Labor Studies: Preventing Sexual Harassment
- LSTU-L 290 Topics in Labor Studies: Family Medical Leave Act
- LSTU-L 385 Class, Race, Gender, and Work
- PHIL-P 394 Feminist Philosophy
- POLS-Y 324 Women and Politics
- PSY-B 388 Human Sexuality
- REL-R 364 Topics in Gender and Western Religion
- SOC-R 320 Sexuality and Society
- SOC-R 326 Masculinity and Society
- SOC-S 338 Sociology of Sex Roles
- SOC-S 416 The Family
- SOC-R 463 Inequality and Society
- SPCH-S 450 Gender and Communication

Capstone

- GNDR-G 498 Seminar in Gender Studies (Senior Seminar)

Minor in Gender Studies

Mission/Vision Statement

The Gender Studies Program at IU Southeast is interdisciplinary and draws from diverse specializations. In the program, students learn and share knowledge about the way gender, sexuality, and culture shape the experiences, ideologies, individuals, and politics in the world. Students explore issues of gender, sexuality, and culture in the context of history, literature, class studies, religion, art, philosophy, sociology, the natural sciences and other areas. The Women's and Gender Studies program is dedicated to working for intellectual excellence, educational equity and a campus free of sexism, racism, heterosexism and other forms of discriminatory treatment.

Minor Requirements

15 credit hours, including:

- GNDR-G 101 Gender, Culture, and Society
- two humanities courses from approved list of electives
- two social science courses from approved list of electives

Core Program

- GNDR-G 101 Gender, Culture, and Society

Electives

- CJUS-P 318 Gender, Crime, and Justice: A Global Perspective
- CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System
- ENG-L 207 Women and Literature
- ENG-L 210 Studies in Popular Literature and Mass Media
- ENG-L 335 Victorian Literature
- ENG-L 351 American Literature, 1800-1865
- ENG-L 352 American Literature, 1865-1914
- ENG-L 354 American Literature, 1914-Present
- ENG-L 371 Critical Practices
- ENG-L 378 Studies in Women and Literature
- FINA-A 485 Women and Gender in the Visual Arts
- GNDR-G 498 Seminar in Gender Studies
- HPER-H 305 Women's Health
- LSTU-L 210 Workplace Discrimination/Fair Employment
- LSTU-L 289 Work Like a Girl: Women's Evolving Workplace Role
- LSTU-L 290 Topics in Labor Studies: Preventing Sexual Harassment
- LSTU-L 290 Topics in Labor Studies: Family Medical Leave Act
- LSTU-L 385 Class, Race, Gender, and Work
- PHIL-P 394 Feminist Philosophy
- POLS-Y 324 Women and Politics
- PSY-B 388 Human Sexuality
- REL-R 364 Topics in Gender and Western Religion
- SOC-R 320 Sexuality and Society

- SOC-R 326 Masculinity and Society
- SOC-S 338 Sociology of Sex Roles
- SOC-S 416 The Family
- SOC-R 463 Inequality and Society
- SPCH-S 450 Gender and Communication

Certificate in Leadership

Leadership Certificate Requirements

The interdisciplinary Certificate in Leadership provides students an opportunity to develop fundamental skills and knowledge necessary to assume leadership, supervisory, or management positions in private companies and nonprofit organizations.

Students complete 12 credit hours with a minimum GPA of 3.0. Students must earn a minimum B in EDUC-U495 (Leadership Training) to continue in the certificate program.

Complete 12 credit hours, including:

- EDUC-U 495 Seminar in Leadership Training

Leadership: One course from the following:

- BUS-N 221 Principles of Leadership
- SUPV-S 300 Frontline Leadership

Communications: One course from the following:

- COMM-C 102 **OR** COMM-S 122 Interpersonal Communication
- COMM-C 101 **OR** COMM-S 121 Public Speaking

Ethics: One course from the following:

- PHIL-P 102 **OR** PHIL-P 140 Introduction to Ethics
- PHIL-P 240 Business and Morality: Ethics in Context

Community Development

- COAS-R 399 Topic: Community/Campus Involvement

Minor in Leadership

Leadership Minor Requirements

The interdisciplinary Minor in Leadership provides students an opportunity to develop fundamental skills and knowledge necessary to assume leadership, supervisory, or management positions in private companies and nonprofit organizations.

Students complete 18 credit hours with a minimum GPA of 3.0. A cumulative GPA of 2.5 is necessary for admission to the minor, which must be added before a student completes 90 credit hours. Students must earn a minimum B in EDUC-U495 (Leadership Training) to continue in the minor.

Complete 18 credit hours, including:

- EDUC-U 495 Seminar in Leadership Training

Leadership: Two courses from the following:

- BUS-Z 200 Introduction to Human Resources Management
- BUS-N 221 Principles of Leadership
- BUS-N 220 Conference Leadership Training
- HPER-R 272 Recreation Act/Ldr Methods

- PSY-B 366 Concepts and Applications of Organizational Psychology
- PSY-B 378 Introduction to Industrial Psychology
- POLS-Y 404 Political Issues in Public Personnel Management
- SUPV-S 300 Frontline Leadership

Ethics: One course from the following:

- PHIL-P102 OR PHIL-P 140 Introduction to Ethics
- PHIL-P 240 Business & Morality: Ethics in Context
- BUS-N 120 Business Ethics and Social Responsibility

Communication: Two courses from the following:

- CMCL-C 205 Introduction to Communication and Culture
- CMCL-C 380 OR SPCH-S 380 Nonverbal Communication
- COMM-C 102 OR COMM-S 122 Interpersonal Communication
- CMCL-C 450 OR SPCH-S 450 Gender and Communication
- COMM-C 101 OR COMM-S 121 Public Speaking
- SPCH-S 229 Discussion & Group Methods

AND

- COAS-R 399 Topic: Community/Campus Involvement

Certificate in Multimedia Production

Program Description: This certificate program provides comprehensive instruction in the production and writing techniques for multimedia platforms. Although targeted to persons operating small and non-profit businesses, it also strongly augments the educational experience of many majors, providing necessary job skills for the current market.

Format: This 18-hour certificate contains a core curriculum of 12 credit hours drawn from Journalism, Fine Arts, Writing and Music. An additional 6 credit hours of electives are selected from a list of these and other departments, allowing the students to customize the certificate to their needs. Many of the required classes meet in the evenings, and are offered as on-line or hybrid (combination of in-person and online meetings), for those who are working full-time.

Pre-Requisites: All course pre-requisites are waived for certificate students. Students are expected to have some college level or equivalent professional writing experience.

Core Course Requirements

Complete all four for 12 credit hours (3 credit hours each)

- FINA-P 323 Introduction to Web Design
- JOUR-J 301 Social Media Strategies
- ENG-W 315 Writing for the Web
- MUS-A 101 Intro to Audio Recording

Elective Course Options

Complete 2 courses for 6 credit hours selected from the options below (3 credit hours per course)

- FINA-D 210 Digital Art Survey & Practice

- FINA-S 310 Introduction to Photography
- JOUR-J 303 Online Journalism
- JOUR-J 362 Journalism Multimedia Storytelling
- MUS-A 301 Electronic Studio Resources
- JOUR-J 344 Photojournalism Reporting
- JOUR-J 354 Photojournalism Editing

Certificate and Minor in Basic Supervision

Program Description

Note: B.G.S. students may earn a minor in other disciplines. For details, please contact an academic advisor.

The General Studies Degree Program at Indiana University Southeast offers a certificate as well as a minor in supervision. The Certificate in Supervision is composed of 18 credit hours and the Minor consists of 24 credit hours. Students who complete the Certificate in Supervision can also complete the Minor in Supervision by completing six additional credit hours. Students may select the six additional credit hours from four different areas.

The courses are designed to prepare trainees and entry-level supervisory personnel but also to allow students to broaden their knowledge in the following areas:

- Business and Organizational Leadership & Supervision (OLS)
- Communication Skills
- Counseling and Human Behavior
- Safety Management

Certificate in Basic Supervision - 18 credit hours

- COAS-W 100 Introduction to Business
- COMM-S 122 Interpersonal Communication
- SUPV-S 300 Frontline Leadership
- SUPV-S 310 Resource and Planning Management
- SUPV-S 320 Labor Relations
- HPER-H 160 First Aid

Supervision Minor - 24 credit hours

The minor in Supervision includes the six core courses listed for the supervision certificate. Students then select six credit hours from any of the courses listed below for the minor:

Business and Organizational Leadership & Supervision

Note: These courses are offered through the Purdue College of Technology

- OLS 252 Human Behavior in Organizations
- OLS 284 Leadership Principles
- OLS 331 Occupational Safety and Health
- OLS 345 Critical Thinking in Organizations
- OLS 386 Leadership for Organizational Change

Business

- BUS-P 301 Operations Management
- BUS-P 430 Total Quality Management
- BUS-Z 302 Managing & Behavior in Organizations

Communication Skills

- ENG-W 231 Professional Writing Skills
- SPCH-C 325 Interviewing Principles & Practices
- SPCH-S 223 Business & Professional Speaking
- SPCH-S 308 Family Communication
- SPCH-S 229 Discussion and Group Methods
- SPCH-S 440 Organizational Communication
- SPCH-S 450 Gender & Communication

Counseling & Behavior

- PSY-B 366 Concepts & Applications of Organizational Psychology
- PSY-B 378 Introduction to Industrial Psychology
- PSY-B 386 Introduction to Counseling

Safety Management

- SPH-S 101 Introduction to Safety Science
- SPH-S 151 Legal Aspects of Safety
- SPH-S 174 Prevention of Violence in American Society
- SPH-S 201 Introduction to Industrial Hygiene
- SPH-S 202 Fundamentals of Fire Protection
- SPH-S 210 OSHA General Industry Standards
- SPH-S 214 Safety: OSHA Construction Industry Standards
- SPH-S 231 Safety Engineering and Technology
- SPH-S 251 Incident Investigation and Analysis
- SPH-S 255 Threats, Violence, and Workplace Safety

Minor in Recreation

Minor Requirements

The recreation minor program is designed for students who wish to add a recreation administration specialty to their studies. This is a 17 credit hour program.

Core Program
- HPER-R 160 Foundations of Recreation and Leisure
- HPER-R 271 Dynamics of Outdoor Recreation
- HPER-R 272 Recreation Activities and Leadership Methods
- HPER-R 324 Recreational Sports Programming

Elective courses in the area of Public Health
- HPER-C 366 Community Health
- HPER-H 305 Women's Health
- HPER-H 317 Topical Seminar in Health Education Topic: Stress Management
- HPER-H 363 Personal Health
- HPER-E 100 Experience in Physical Activity (variable topics)
- HPER-E 181 Tennis
- HPER-E 185 Volleyball

Noncredit Programs: The Lifelong Learning and Arts Institute programs

The Lifelong Learning program is evidence of IU Southeast's commitment to the community and region which includes outreach with a broad set of offerings designed to promote growth, learning, and well-being throughout our lives. As a University, IU Southeast is well-positioned to contribute to the personal, intellectual,

cultural, and professional development of all ages in our community.

In addition to the well-established Arts Institute, which offers private instruction in music and theatre, IU Southeast has expanded its non-credit programs to include classes for all ages.

The Arts Institute is a non-credit, community outreach and preparatory program under the umbrella of the Indiana University Southeast School of Arts & Letters and the IU Southeast Lifelong Learning program. Since its inception in 1996 with grant funding from Indiana University, the Arts Institute has offered quality instruction in the arts for all ages. Private lessons are offered in keyboard, voice, and stringed, brass and wind instruments. Classes in adult guitar, theatre, and vocal training are currently available. All classes are non-credit and are held on the IU Southeast campus in the Paul W. Ogle Cultural and Community Center. Most Arts Institute faculty members are on the IU Southeast faculty. Highly qualified local artists and educators also teach for the Arts Institute. These fine instructors hold degrees from respected institutions and bring extensive experience to our programs.

Advisory Board

Barbara Kutis, Dean of the School of Arts & Letters
Kirk Randolph, Director of the Ogle Center
Molly Baugh, Assistant Professor of Music Education and Instrumental Music
Dodie Swords-Simms, Lifelong Learning and Events Coordinator

IU Southeast Arts Institute, OG 146
4201 Grant Line Road
New Albany, IN 47150
phone: (812) 941-2436
fax: (812) 941-2541

seartsin@ius.edu
lifelong@ius.edu

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
Undergraduate Programs

- Accounting (Bachelor of Science) - Online
- Business (Bachelor of Science)
  - Accounting
  - Business Economics and Public Policy
  - Finance
  - General Business
  - General Management
  - Human Resource Management
  - International Business
  - Marketing
  - Professional Selling
  - Supply Chain Management
- Business Administration (Bachelor of Science) - Online
- Economics (Bachelor of Arts)
- Safety Science (Bachelor of Science in Applied Health Science)

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificates

Undergraduate Certificates

- Entrepreneurship
- Safety Management

Minors

- Minor in Accounting
- Minor in Business
- Minor in Business Analytics (for Business Majors)
- Minor in Business Data Analytics (for Non-Business Majors)
- Minor in Economics
- Minor in Entrepreneurship (for Business Majors)
- Minor in Entrepreneurship (for Non-Business Majors)
- Minor in Finance (for Non-Business Majors)
- Minor in Health & Safety
- Minor in Human Resources
- Minor in Marketing
- Minor in Sales

School Information
- Mission Statement and Vision Statement
- Scholarships and Awards
- Policies

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

Candidates for the Bachelor of Science in Business degree should review "General Requirements for All Undergraduate Degrees at IU Southeast," found in the "Academic Programs" section of this bulletin. While each student is responsible for his or her own progress toward a degree, academic advisors for the School of Business are available for advice concerning courses, requirements, and the curriculum best suited to the student's goals. To ensure the quality of the student's educational experience, the following policies are in place for all degrees:

1. The student must successfully complete a minimum of 120 credit hours for the Bachelor of Science degree with a minimum overall grade point average (GPA) of at least 2.0 (not including developmental courses such as English W100 and Education X150).
2. An overall GPA of 2.0 is required in business (BUS) and economics (ECON) courses.
3. In general, for a course to count toward a business degree, a minimum grade of C- is required unless otherwise noted.
4. Academic Advising: Business students are strongly encouraged to meet regularly with an academic advisor or a faculty member in the School of Business to discuss academic and career issues.
5. In addition to the business core and general education component, students must select and complete a concentration. In general, to complete a double concentration, students must complete all required courses for both concentrations, and at least 12 credit hours (4 courses) must be distinct to each.
6. For the Bachelor of Science degree, 45 of the 120 credit hours must be at the 300 or 400 level (including business core, concentration, general education, and elective courses). Note that neither

BUS-M 300 nor MATH-K 300 count in this total of 45 hours.

7. Credit by examination may be earned in COAS-W 100 Introduction to Business, BUS-A 201 Introduction to Financial Accounting, BUS-A 202 Introduction to Managerial Accounting, ECON E 201 Introduction to Microeconomics, ECON E 202 Introduction to Macroeconomics, and BUS-K 201 The Computer in Business. CLEP examinations are accepted for General Education course work if acceptable to the major department for that subject.   Contact the Student Success Center (University Center South, (812) 941-2312) for information about these examinations.

8. After being admitted to IU Southeast, courses taken at another institution or campus may not count toward a School of Business degree without prior approval. To request approval, the student must contact a School of Business advisor.

9. At least half of all required business courses must be taken at IU Southeast. Further, at least half of all non-elective courses required to complete a concentration, second degree, or minor must be taken at IU Southeast.

10. Students must apply for their degree in the School of Business Office (Hillside Hall 221) six months before graduation (for May and August graduates, the deadline is November 1; for December graduates, the deadline is May 15).

11. Students completing internships for credit earn Satisfactory or Fail grades only.

12. Students must complete BUS-X 220 within the first 60 hours of course work and MATH-M 129 and ECON-E 281 within the first 80 hours of course work.   If these courses are not completed as required, the student will not be allowed to register for additional classes until they are completed

13. Students who are not active at the university for one year will be subject to the requirements of the bulletin in effect at the time of their reinstatement.   Upon reinstatement, students are required to see a School of Business advisor to develop a degree completion plan before registering for classes.

Scholarships and Awards

Each year the School of Business awards the following scholarships and awards to students. Contact the School of Business office for more information:

- Indiana C.P.A. Society
- Institute of Management Accountants Awards
- Financial Executives Institute Award
- Schuler Bauer Real Estate Services Scholarship
- Monroe Shine & Co., Inc. Scholarship
- Rodefer Moss CPA's Scholarship
- Mountjoy Chilton Medley Scholarship
- Deming, Malone, Livesey, Ostroff Scholarship
- PQ Corporation Scholarship
- Jennings Award for Outstanding Scholarship in Accounting
- Jay and Mona Brodsky Scholarship for Entrepreneurship
- School of Business Alumni Scholarship
- William H. Riggs Scholarship

- First Harrison Bank Scholarship for Student Leadership
- The APICS Falls Cities Chapter Resources Management Scholarship
- George M. Hand Scholarship
- Norman and Joyce Melhiser Scholarship
- Jerry E. and Sheila R. Wheat International Study Scholarship
- Carlton and Sue Sanders International Study Scholarship
- James W. and Phyllis Robinson International Study Scholarship
- John P. Briscoe Scholarship
- Jerrol Z. Miles Scholarship
- Drew and Christy Callahan Pfeifer Scholarship
- Beta Gamma Sigma Scholarship
- Outstanding M.B.A. Graduate
- Outstanding M.S.S.F. Graduate
- Outstanding Accounting Graduate
- Outstanding Accounting Post-Baccalaureate Graduate
- Outstanding Economics Graduate
- Outstanding Business Economics and Public Policy Graduate
- Outstanding Finance Graduate
- Outstanding Supply Change and Information Management Graduate
- Outstanding General Management Graduate
- Outstanding Marketing Graduate
- Outstanding Human Resources Management Graduate
- Outstanding International Business Graduate
- Outstanding General Business Graduate

Bachelor of Science in Accounting - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in Accounting Online degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Business and Accounting Foundations (24 cr.)
- Business Core (12 cr.)
- Accounting Core (18 cr.)
- Accounting Electives (9 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Specific General Education Requirements (12 cr.)

The courses in this section count toward the 30-credit hour General Education Core.

- MATH-M 118 Finite Mathematics
- Business Communication

- Complete one of the followng courses:
  - ECON-E 103 Introduction to Microeconomics
  - ECON-E 201 Introduction to Microeconomics

- Complete one of the following courses:
  - ECON-E 104 Introduction to Macroeconomics
  - ECON-E 202 Introduction to Macroeconomics

Business and Accounting Foundations (24 cr.)

- BUS-W 100 Principles of Business Administration
- ECON-E 270 Introduction to Statistical Theory
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-K 201 The Computer in Business
- BUS-K 321 Mangement of Information Tech
- BUS-K 353 Business Analytics and Modeling
- BUS-L 201 Legal Environment of Business

Business Core (12 cr.)

- BUS-P 301 Operations Management
- BUS-M 301 Introduction to Marketing Management
- BUS-F 301 Financial Management
- Complete one of the following courses:
  - BUS-D 301 International Business Environment
  - BUS-W 301 Principles of Management
  - BUS-Z 301 Organizational Behavior and Leadership
  - BUS-Z 302 Managing and Behavior in Organization

Accounting Core (18 cr.)

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 424 Auditing and Assurance Services
- Complete one of the following:
  - BUS-A 337 Accounting Information Systems
  - BUS-A 411 Accounting Information Systems

Accounting Electives (9 cr.)

- Complete three of the following courses:
  - BUS-A 335 Accoutning for Government and Not-For-Profit Entries
  - BUS-A 338 Accounting Data Analytics
  - BUS-A 339 Advanced Income Taxation
  - BUS-A 414 Financial Statement Analysis
  - BUS-A 422 Advanced Finanacial Accounting I
  - BUS-A 437 Advanced Management Accounting

Business (Bachelor of Science in Business)

As a student, you'll develop the skills and qualities that will prepare you to excel in today's competitive economy, regardless of your career goals. You will develop analytical skills and hone your critical thinking abilities in small classes led by top-tier faculty and business leaders. You'll develop the professional skills needed for working on, and leading, teams. These experiences will prepare you to meet the many challenges you will meet throughout your career, not just your first job.

Student Learning Goals

1. 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.
2. Students are capable decision makers using problem solving methods, tools, technology, critical thinking skills, and ethical reasoning.
3. Students are effective in business communications through various modes.
4. Students demonstrate professional conduct in business settings.

Degree Requirements

Students receiving the Bachelor of Science in Business degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Business Core (43 cr.)
- Concentration Requirements (24-27 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 45 credit hours at the 300- 400- level
- Courses required for the major must be completed with a grade of C- or higher
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

General Education Component

Note: *This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses that are also requirements or pre-requisites for course work in the school/major.*

- BUS-C 104 Business Presentations
- ENG-W 231 Professional Writing Skills **OR** ENG-W 234 Technical Report Writing
- MATH-M 129 Business Algebra and Applications
- PSY-P 101 Introduction to Psychology 1 **OR** PSY-P 102 Introduction to Psychology 2

Core Program

The Business Core consists of general business and economics courses that must be completed with a minimum grade of C- in each course:

- BUS-W 100 Principles of Business Administration
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-K 201 Computer in Business
- BUS-L 201 Legal Environment of Business

- BUS-X 220 Career Perspectives

(Must be completed in first 60 Cr. Hrs.)

- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- BUS-F 301 Financial Management
- BUS-K 321 Management of Information Technology
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-Z 302 Managing & Behavior in Organizations
- BUS-J 401 Administrative Policy (Capstone)

(Must be taken by graduating seniors in last semester. Authorization must be obtained from a School of Business Academic Advisor.)

Concentration Requirement

In addition to the business core and general-education component, students must select and complete a concentration. In general, to complete a double concentration, students must complete all required courses for both concentrations, and at least 12 credit hours (4 courses) must be distinct to each.

- Accounting
- Business Economics and Public Policy
- Finance
- General Business
- Human Resources Management
- International Business
- Management
- Marketing
- Professional Selling
- Supply Chain Management

Accounting Concentration (27 Cr. Hrs.)

Financial information provided by accounting professionals is instrumental to conducting a successful business.
An accounting career consists of collaborating with other business professionals to make successful business decisions. Public accounting firms, large and small business enterprises, and governmental and other not-for-profit organizations provide abundant and lucrative employment opportunities. Accountants develop expertise in such areas as financial accounting, managerial accounting, tax accounting, auditing, and accounting systems design. Licensure as a Certified Public Accountant requires 150 credit hours of college education in Indiana and Kentucky, in addition to other academic and work requirements. Students frequently obtain graduate degrees in business while fulfilling this requirement. Students may fulfill this requirement by pursuing a master's degree or by completing additional undergraduate credit hours. Indiana University Southeast offers a 30 credit-hour Master of Science in Strategic Finance, and a 36 credit-hour Master of Business Administration degree. Students wishing to pursue an additional 30 credit hours other than through a master's degree should seek advising toward appropriate classes.
Students who do not plan to sit for the C.P.A. exam may elect a managerial accounting emphasis. Electing the managerial emphasis does not preclude completing the 150 credit hour requirement and completion of the C.P.A. or other professional accounting certifications.

Required Courses

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems
- BUS-A 338 Accounting Data Analytics
- BUS-A 424 Auditing

Electives*

Complete six credit hours from the following list:

- BUS-A 339 Advanced Income Taxation
- BUS-A 422 Advanced Financial Accounting

BUS-L 414 Financial Statement Analysis

Business Economics and Public Policy Concentration (27 Cr. Hrs.)

Probably more than any other factor, it is the relevance of economics that initially attracts students. Few, if any, disciplines are equal to economics in preparing one to be an interested, interesting, and competent observer of current events. This is because economics is a social science that develops models for organizing facts and thinking effectively. This empowers its students to make well-reasoned decisions in analyzing personal decisions and business problems and in drawing informed conclusions about public policy–based on a comprehensive analysis of the costs and benefits of alternatives. Because economics is so often connected to governmental policy, students also learn about the legal and political institutions that affect consumers, workers, and businesses. "But what kind of job can I get?" Most graduates use economics as a stepping stone to other occupations. Economic training is wide reaching, and thus, career alternatives are relatively well paid and unusually varied, including business, finance, banking, journalism, and government service. If one is unsure of what major to choose or what career to pursue, economics offers the ability to keep one's options for the future more flexible. Moreover, the study of economics is an excellent preparation for graduate school in law, business, and public administration, given that it develops one's ability to think analytically. Law students list economics and accounting as the undergraduate courses they value most and wish they had taken more often. Those who majored in economics as undergraduates have the highest LSAT scores (*Journal of Economic Education*, spring 2006, pp. 263–281). In a word, economics offers a course of study that is interesting and provocative, beneficial in terms of career options, and useful in understanding the world.

Required Courses

- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

Plus any 4 additional courses from these (12 cr. hrs):

- ECON-E 323 Urban Economics
- ECON-E 333 International Economics
- ECON-E 338 Business and Economics Applications of GIS

- ECON-E 350 Money and Banking

ECON-E 371 Introduction to Econometrics

Electives

Any two (six cr. hrs.) 300/400-level Business courses outside Economics. Cannot be satisfied by internship, professional practice or BUS-M 300.

**Reminder - students must have at least 45 credit hours of 300/400 level coursework to graduate.

Finance Concentration (27 Cr. Hrs.)

The finance curriculum at IU Southeast includes studies in the area of corporate finance, investments, international finance, financial institutions, and markets. Students are introduced to the major theories and learn the tools utilized by financial professionals to make decisions in today's dynamic economy. The finance curriculum prepares students for careers in corporate finance; banks, and other financial institutions; investments; and financial services such as financial planning, insurance, and real estate.

Required Courses

- BUS-A 310 Management Decisions and Financial Reporting **OR** BUS-A 311 Intermediate Accounting I (Will substitute for BUS-A 310 for Accounting students. Students cannot take both.)
- BUS-A 352 Business Analytics: Predictive and Prescriptive Analysis (FIN concentration only) **OR** BUS-A 350 Business Analytics: Data Management and Visualization (FIN/ACCT double concentration) **OR** BUS-M 380 Market Analysis (for FIN/Marketing, Sales, or Supply Chain double concentration)
- BUS-F 302 Financial Decision Making
- BUS-F 410 Financial Institutions and Markets
- BUS-F 420 Investments
- BUS-F 494 International Financial
- ECON-E 350 Money and Banking

First Elective (3 cr)

- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems
- BUS-A 414 Financial Statement Analysis & Interpretation

Second Elective (3 cr)

 Any one (three cr. hrs.) 300/400-level Business or Economics course outside Finance. Cannot be satisfied by internships, professional practice or BUS-M 300.

**Reminder: Students must have at least 45 credit hours of 300/400 level coursework to graduate.

General Business Concentration (24 Cr. Hrs.)

*NOTE: Students choosing this concentration cannot double-concentrate.
This concentration is intended for those students that aspire to be small business entrepreneurs, or are owners or managers of small businesses. This concentration allows the student to design a customized course of study by drawing from each of the business disciplines to create a tailored concentration area.

1. The student, in consultation with an academic advisor, will choose a combination of 8 BUS or ECON concentration courses (NOTE: elective courses like BUS-L 303 can be taken).
2. No more than 2 courses can come from a particular concentration's set of 18 required hours.
3. For an individual course that is required in more than one concentration, the student must designate the concentration that the course will represent.
4. This concentration cannot contain any internship hours, professional practice hours, or BUS-M 300.
5. Reminder: students must have at least 45 credit hours of 300/400 level coursework to graduate.

Human Resources Management Concentration (27 credit hours)

This concentration consists of a program of study approved by the Society of Human Resource Management (SHRM) that provides the student with acceptable levels of knowledge consistent with an HR Generalist. This program covers the vital areas of: (1) personnel administration, (2) personnel selection, (3) personnel development, and other key roles within the HR profession equipping the student to function across the spectrum of HR disciplines.

Required Courses

- BUS-W 301 Principles of Management
- BUS-Z 440 Personnel-Human Resources Management
- BUS-Z 441 Wage and Salary Administration
- BUS-K 350 Business Analytics: Data Management and Visualization **OR** BUS-K 352 Business Analytics: Predictive and Prescriptive Analysis
- BUS-Z 445 Human Resource Selection

Choose one course from the following:

- BUS-Z 443 Developing Employee Skills
- BUS-Z 444 Personnel Research and Measurement

Choose one course from the following (not taken above):

- BUS-Z 443 Developing Employee Skills -
- BUS-Z 444 Personnel Research and Measurement
- BUS-P 430 Total Quality Management
- BUS-W   430 Organizations and Organizational Change
- ECON-E   340 Introduction to Labor Economics

Electives

Select two courses (six credit hours) 300/400-level Business or Economics courses outside HRM (BUS-Z). Cannot be satisfied by internship, professional practice, or BUS-M 300, **OR** choose from:

- SPCH-C 325 Interviewing Principles and Practices
- SPCH-S 440 Organizational Communication
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 450 Gender and Communication
- PSY-B 378 Introduction to Industrial Psychology

- POLS-Y 404 Political Issues in Public Personnel Management
- OLS 331 Occupational Safety and Health

**Reminder: Students must have at least 45 credit hours of 300/400 level coursework to graduate.

International Business Concentration (27 credit hours)

This concentration prepares the student to be familiar with the international business environment and allows emphasis in a particular geographic locale. The student can choose between Europe, Asia, Africa, Latin America, or Global as an area of emphasis.
In addition to the concentration courses listed below (total of 24 cr. hrs.), the student must also

1. Choose a specific region of emphasis:

- Europe, Latin America, Asia, Africa, or Global

2. Complete the foreign language requirement for the chosen emphasis:

- European Emphasis: French, German, or Spanish (two years of a foreign language)
- Latin America Emphasis: Spanish (two years of a foreign language)
- Asian Emphasis: Japanese or Chinese (two years of a foreign language)
- African Emphasis: French (two years of a foreign language)
- Global Emphasis: Any modern foreign language (one year of a foreign language)

Required Courses:

- BUS-D 300 International Business Administration
- BUS-F 494 International Finance
- ECON-E 333 International Economics
- BUS-P 421 Supply Chain Management
- POLS-Y 376 International Political Economy

2nd Analytics Course Requirement- one of the following:

- BUS-K 352 Business Analytics: Predictive and Prescriptive Analysis
- BUS-K 350 Business Analytics: Data Management and Visualization
- BUS-M 380 Market Analysis

International Studies Courses:

Complete one course from the following list for the chosen area of emphasis. This can be satisfied by fulfilling an international experience requirement (study abroad, summer program, etc.) approved by a School of Business advisor or the International Business Committee. Students completing the Global Emphasis may select a course from any area of emphasis.

- European POLS-Y 335 European Politics
- European POLS-Y 349 Comparative Public Policy
- European POLS-Y 354 Ethnicity & Nationalism in Contemporary Europe
- European HIST-B 359 Europe - 1789 to 1848
- European HIST-B 360 Europe - 1848 to 1914
- European HIST-B 361 Europe - Europe in the 20th Century, 1914-1945

- Latin American HIST-F 341 Latin America: Conquest & Empire (Colonial Period)
- Latin American HIST-F 342 Latin America: Evolution & Revolution (Modern Period)
- Latin American POLS-Y 337 Latin American Politics
- Latin American GEOG-G 323 Geography of Latin America
- Asian POLS-Y 369 Asian Politics
- Asian HIST-G 385 History of Modern China
- Asian HIST-G 387 History of Contemporary China
- African GEOG-G 425 Africa: Contemporary Geographic Problems

Electives

Select two (six credit hours) 300/400 level BUS or ECON courses outside International Business (cannot be satisfied by internship, Professional practice, or BUS-M 300) OR from the specified list of International Studies Courses OR foreign language 300- 400-level courses that are approved for the chosen area of emphasis. Students completing the Global emphasis may select any course from any area of emphasis. A course may not count more than once toward completion of the concentration hours.

** Reminder: students must have at least 45 credit hours of 300/400 level coursework to graduate.

Management Concentration (27 credit hours)

The courses offered in this concentration are concerned not only with the broad aspects of management and organizations, but also with developing skills for dealing with issues in motivation, organization design, and human resource allocations. This concentration provides the flexibility to accommodate students whose interests include the preparation for entry into management training positions, the application of behavioral science to management, the personnel function in both line and staff capacities, and managing small business.

- BUS-W 320 Leadership and Ethics
- BUS-W 301 Principles of Management
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel - Human Resource Management
- BUS-K 350 Business Analytics: Data Management and Visualization
- BUS-W 406 Venture Growth Management

Take One Additional Course (3 cr. hrs) From The Following List:

- BUS-W 311 New venture Creation
- BUS-M 421 Fundamentals of Negotiations
- BUS-P 330 Project Management
- BUS-D 300 International Business Administration
- BUS-Z 445 HR Selection
- BUS-Z 444 Personnel Research and Management
- BUS-Z 443 Developing Employee Skills

Electives

Any two (six credit hours) 300/400-level Business or Economics courses outside of Management (BUS-W).

Cannot be satisfied by internship, professional practice, BUS-D 301, BUS-M 300, or BUS-Z 301.

A course cannot count in both the 18 Management concentration hours and the 6 required elective hours for Management.

Marketing Concentration (27 credit hours)

Marketing is fundamental to the success of both for-profit and not-for-profit enterprises. Projected to be one of the fastest-growing employment areas in the twenty-first century, marketing entry-level and career progression opportunities lie primarily in the fields of advertising and promotion, distribution management, entrepreneurship, international business, market analysis, marketing research, retail management and sales, and sales management. The marketing concentration at IU Southeast is designed to help the student build a customer-driven orientation combined with the strong analytical, communication, and technical skills necessary to be successful in today's global economy.

Required Courses

- BUS-D 300 International Business Administration
- BUS-M 405 Consumer Behavior
- BUS-M 330 Consultative Selling
- BUS-M 380 Market Analysis
- BUS-M 415 Advertising and Promotion Management
- BUS-M 435 Digital Marketing
- BUS-M 450 Marketing Strategy

Must take two additional courses (6 credit hours) from the following list:

- CMCL-C 337 New Media (course in development, consult with academic advisor)
- TEL-R 440 Advertising Strategies
- TEL-T 345 Advertising Media Planning
- BUS or ECON 3XX **OR** 4XX Select from any 300- **OR** 400- level BUS **OR** ECON course outside of Marketing (BUS-M). NOT from internships or professional practice.

*Note: Students double-concentrating in Marketing and Professional Sales and Sales Management must complete BUS-M415 and 3 hours of Business or Approved Electives outside of Marketing (BUS-M) courses.

** Reminder: Students must have at least 45 credit hours of 300/400 level coursework to graduate.

Professional Selling (27 credit hours)

Required Courses

Marketing Core, 3 courses (9 credit hours):

- BUS-M 405 Consumer Behavior
- BUS-M 450 Marketing Strategy
- BUS-M 380 Market Analysis

Marketing Elective, 1 course (3 credit hours)

- BUS-D 300 International Business Administration
- BUS-M 415 Advertising and Promotion Management
- BUS-M 435 Digital Marketing

Sales Emphasis, 3 courses (9 credit hours)

- BUS-M 330 Consultative Selling
- BUS-M 421 Fundamentals of Negotiation (course in development, consult with academic advisor)
- BUS-M 426 Sales Management

Must take two additional courses (6 credit hours) from the following list:

- SPCH-S 324 Persuasion
- SPCH-S 380 Nonverbal Communication
- BUS or ECON 3XX or 4XX Select from any 300- or 400- level BUS or ECON course outside of Marketing (BUS-M). NOT from internships or professional practice.

*Note: Students double-concentrating in Marketing and Professional Sales and Sales Management must complete BUS-M415 and 3 hours of Business or Approved Electives outside of Marketing (BUS-M) courses.

** Reminder: Students must have at least 45 credit hours of 300/400 level coursework to graduate.

Supply Chain Management (27 credit hours)

Required Courses

- BUS-D 300 International Business Administration
- BUS-P 330 Project Management
- BUS-M 421 Fundamentals of Negotiation
- BUS-P 421 Supply Chain Management
- BUS-P 430 Total Quality Management
- BUS-M 380 Market Analysis
- BUS-M 365 Internet Marketing

Business Electives

Any combination (six cr. hrs.) of 300/400-level Business or Economics courses outside SCM(BUS-P). Cannot be satisfied by internship, professional practice, or BUS-M 300. A course cannot count in both the 21 SCM concentration hours and the 6 required elective hours for SCM.

 **Reminder: Students choosing 200-level courses still must have at least 45cr. hrs. of 300/400-level coursework to graduate.

Bachelor of Science in Business Administration - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in Business Administration degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Business Foundations (27 cr.)
- Business Core (34 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Specific General Education Requirements

- MATH-M 118 Finite Mathematics

Business Foundations

- BUS-W 100 Principles of Buisness Administration
- Complete one of the following:
    - ECON-E 103 Intro to Microeconomics
    - ECON-E 201 Intro to Microeconomics

- Complete one of the following:
    - ECON-E 104 Intro to Macroeconomics
    - ECON-E 202 Intro to Macroeconomics

- BUS-A 201 Intro to Financial Accounting
- BUS-A 202 Intro to Managerial Accounting
- BUS-K 201 Business Computing
- Complete one of the following:
    - BUS-L 201 Legal Environment of Business
    - BUS-L 203 Business Law I

- ECON-E 270 Intro to Statistical Theory in Economics and Buisness
- Complete one of the following:
    - ENG-W 231 Professional Writing Skills
    - ENG-W 232 Intro to Business Writing
    - ENG-W 234 Tech Report Writing
    - SPCH-S 223 Business and Professional Communication

Business Core

- BUS-M 301 Intro to Marketing Management
- BUS-F 301 Financial Management
- BUS-P 301 Operations Management
- Complete one of the following:
    - BUS-D 300 International Business Admin
    - BUS-D 301 International Business Environment

- Complete one of the following:
    - BUS-K 321 Management of Information Tech
    - BUS-S 302 Management Information Systems
    - IIM-I 300 Foundations and Prin. of MIS

- Complete one of the following:
    - BUS-K 302 Intro to Management Science
    - BUS-K 312 Decision Modeling
    - BUS-K 353 Business Analytics and Modeling

- Complete one of the following:
    - BUS-W 311 New Venture Creation
    - BUS-W 406 Venture Growth Management

- Complete one of the following:
    - BUS-Z 301 Org Behavior & Leadership
    - BUS-Z 302 Managing & Behavior in Organizations

- Complete one of the following:
    - BUS-W 301 Principles of Management
    - BUS-Z 440 Personnel: Human Resources Management

- Complete one of the following:
    - BUS-B 399 Business and Society

- BUS-J 404 Business & Society
- BUS-W 320 Leadership and Ethics

- BUS-X 410 Professional and Career Skills (1 cr.)
- BUS-J 401 Administrative Policy

Minor in Business (for Non-Business Majors)
General Requirements

Students pursuing a minor in Business must complete the following requirements

- 21 credit hours in Business & Economics
- Courses must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- BUS-W 100 Principles of Business Administration
- Complete 6 courses (3 courses must be at the 300-level) for 18 credit hours from the following
    - BUS-A 201 Introduction to Financial Accounting
    - ECON-E 201 Introduction to Microeconomics
    - BUS-K 201 The Computer in Business
    - ECON-E 270 Introduction to Statistical Theory in Economics and Business
    - BUS-L 201 Legal Environment of Business
    - BUS-F 301 Financial Management
    - BUS-M 301/BUS-M 300 Introduction to Marketing Management
    - BUS-P 301 Operations Management
    - BUS-Z 302 Managing and Behavior in Organizations

Minor in Business Analytics (for Business Majors)
General Requirements

Business majors pursuing a minor in Business Analytics must complete the following requirements

- 15 credit hours in Business Analytics
- Courses must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- BUS-K 440 Business Intelligence
- Complete two courses from the following that haven't been taken for the major
    - BUS-A 338 Accounting Data Analytics
    - BUS-M 380 Market Analytics

- BUS-K 350 Business Analytics: Data Management and Visualization
- BUS-K 352 Business Analytics: Predictive and Prescriptive Analytics

- Complete one of the following
  - ECON-E 338 Business and Economic Applications of Geographical Information Systems
  - ECON-E 371 Introduction to Applied Econometrics

- Complete one of the following
  - BUS-A 414 Financial Statement Analysis and Modeling
  - BUS-F 420 Equity and Fixed Income Investment
  - BUS-M 435 Digital Marketing
  - BUS-P 430 Total Quality Management
  - BUS-W 406 Venture Growth Management
  - BUS-Z 441 Wage and Salary Administration
  - ECON-E 338 Business and Economic Applications of Geographical Information Systems
  - ECON-E 371 Introduction to Applied Econometrics

Minor in Business Data Analytics (for Non-Business Majors)

Choose 1 of the following courses :

- BUS-K 201 The Computer in Business
- CSCI-A 212 Spreadsheet Applications
- CSCI-A 213 Database Applications
- INFO-I 110 Basic Tools of Informatics I
- INFO-I 111 Basic Tools of Informatics II

Choose 1 of the following courses :

- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-M 366 Elements of Statistical Inference
- SOC-S 381 Methods of Social Research II

Choose 3 of the following courses :

- BUS-K 350 Data Analytics and Visualization
- BUS-K 352 Predict and Prescript Analytics
- BUS-K 440 Business Intelligence
- BUS-M 380 Market Analytics
- ECON-E 338 Business and Economic Applications of Geographical Information Systems
- ECON-E 371 Introduction to Applied Econometrics
- ECON-E 470 Introduction to Econometrics

Choose 1 of the following courses:

- CSCI-B 498 Introduction to Data Science
- CSCI-C 490 Seminar in Computer Science

- GEOG-G 438 Advanced Geographic Information Science
- HIM-M 329 Healthcare Data Analytics and Information Governance
- INFO-I 308 Information Representation
- INFO-I 421 Applications of Data Mining
- JOUR-J 360 Journalism Specialties
- SOC-S 380 Method of Social Research I

Entrepreneurship Minor (for Business Majors)

Core Requirements

You must complete five courses (15 Credit Hours) in Business as defined below with a minimum grade of C- in each course and an overall grade point average of 2.0 in the set of Business courses.

Note: For students pursuing a Bachelor of Science in Business, only one course will double-count toward both an entrepreneurship minor and another concentration.

Principles of Entrepreneurship (9 Credit Hours)

- BUS-W 211 Contemporary Entrepreneurship
- BUS-W 311 New Venture Creation
- BUS-W 406 Venture Growth Management

Supporting Knowledge Set (6 Credit Hours)

- BUS-A 310 Management Decisions and Financial Reporting
- BUS-A 414 Financial Statement Analysis and Interpretation
- BUS-F 260 Personal Finance
- BUS-D 300 International Business Administration
- BUS-K 330 Contemporary Topics in Information Technology
- BUS-M 303 Marketing Research
- BUS-M 330 Consultative Selling
- BUS-M 405 Buyer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 421 Fundamentals of Negotiation
- BUS-M 426 Sales Management
- BUS-P 421 Supply Chain Management
- BUS-W 320 Leadership and Ethics
- BUS-Z 440 Personnel-Human Resource Management
- ECON-E 338 Business and Economic Applications of Geographical Information Systems
- ECON-E 350 Money and Banking
- ECON-E 333 International Economics
- BUS-Z 445 Human Resource Selection
- XXX-X 300/400 300-400 level course from other campus schools (as approved by business advisors)

Entrepreneurship Minor (for Non-Business Majors)

Core Requirements

You must complete five courses (15 Credit Hours) in Business as defined below with a minimum grade of C- in each course and an overall grade point average of 2.0 in the set of Business courses.

Principles of Business - the following 2 courses (6 credit hours) must be completed:

- BUS-W 100 Introduction to Business
- BUS-M 301 Introduction to Marketing Management **OR** BUS-M 300 Introduction to Marketing

Principles of Entrepreneurship - the following 2 courses (6 credit hours) must be completed:

- BUS-W 211 Contemporary Entrepreneurship
- BUS-W 311 New Venture Creation

Supporting Knowledge Set - complete 1 course (3 credit hours) from the following):

- BUS-A 201 Introduction to Accounting
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business
- BUS-M 365 Services Marketing
- BUS-M 415 Advertising and Promotion Management
- BUS-W 301 Principles of Management
- BUS-W 406 Venture Growth Management
- BUS-Z 440 Personnel-Human Resource Management
- ECON-E 201 Introduction to Economics

*Non-Business Majors should take BUS-W100, BUS-W211, and BUS-M300 prior to enrolling in BUS-W311.

** It is strongly recommended that Non-Business Majors take BUS-W100, BUS-W211, and BUS-M300 prior to enrolling in BUS-W406.

Minor in Human Resources

People are an organization's most important asset, and effective human resources management is a critical component of any organization's business strategy. A minor in human resources will enable you to understand how people act in a professional environment and to help them maximize their potential.

Core Requirements

You must complete five courses (15 credit hours) in Business as defined below, with a minimum grade of C- in each course and an overall GPA of 2.0 in the set of Business courses.

The following two courses (6 credit hours) must be completed:

- BUS-Z 302 Managing Behavior in Organizations
- BUS-Z 440 Personnel-Human Resource Management

Complete three additional courses (9 credit hours) from the following list:

- BUS-Z 302 Managing Behavior in Organizations
- BUS-Z 440 Personnel-Human Resource Management

Minor in Finance for Non-Business Majors
General Requirements

Students outside of the School of Business pursuing a minor in Finance must complete the following requirements

- 15 credit hours in Finance
- Courses must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

Complete five courses (15 credit hours) from the following

- BUS-F 260 Personal Finance
- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 410 Financial Institutions & Markets
- BUS-F 420 Equity & Fixed Income Investment
- BUS-F 494 International Finance

Minor in Marketing (for Non-Business Majors)
Core Requirements

You must complete five courses (15 Credit Hours) in Business Marketing and Sales with a minimum grade of C- in each course and an overall grade point average of 2.0 in the set of courses for the Minor.

Please note that although the Marketing Minor is available beginning in the Fall 2015 semester, several courses are still in development and may not be offered for several semesters. Please speak with your advisor if you wish to add the Marketing Minor to your academic plan.

The following four courses (12 credit hours) must be completed:

- BUS-M 300 Introduction to Marketing **OR** BUS-M 30 Intro. to Marketing Management
- BUS-M 330 Consultative Selling
- BUS-M 405 Consumer Behavior
- BUS-M 450 Marketing Strategy

Choose 1 course (3 credit hours) from the following:

- BUS-M 415 Advertising & Integrated Marketing Communications
- BUS-M 421 Fundamentals of Negotiation
- BUS-M 426 Sales Management
- CMCL-C 337 New Media
- TEL-R 440 Advertising Strategies
- TEL-T 345 Advertising Media Planning

Minor in Sales (for Non-Business Majors)
Core Requirements

You must complete five courses (15 Credit Hours) in Business Marketing and Sales with a minimum grade of C- in each course and an overall grade point average of 2.0 in the set of Marketing and Sales courses.

Please note that although the Sales Minor is available beginning in the Fall 2015 semester, several courses are still in development and may not be offered for several semesters. Please speak with your advisor if you wish to add the Sales Minor to your academic plan.

The following four courses (12 credit hours) must be completed:

- BUS-M 300 Introduction to Marketing **OR** BUS-M 301 Intro. to Marketing Management
- BUS-M 330 Consultative Selling
- BUS-M 421 Fundamentals of Negotiation (course in development, speak with advisor for more information)
- BUS-M 426 Sales Management

Choose 1 course (3 credit hours) from the following:

- BUS-M 415 Advertising & Integrated Marketing Communications
- BUS-Z 440 Personnel: Human Resources Management
- BUS-W 320 Leadership and Ethics
- SPCH-S 324 Persuasive Speaking
- SPCH-S 380 Nonverbal Communication

Certificate in Entrepreneurship

The objective of the entrepreneurship non-degree seeking certificate is to provide students and members of the community the opportunity to learn about entrepreneurship and develop the necessary tools to assist them in starting and/or growing an entrepreneurial endeavor.

Complete the following courses:

- BUS-W 211 Contemporary Entrepreneurship
- BUS-W 311 New venture Creation
- BUS-M 300 Introduction to Marketing

Choose two of the following courses:

- MET 401 Capstone (Purdue University Sequence)
- MET 402 Capstone (Purdue University Sequence)
- BUS-W 406 Venture Growth Management
- BUS-W 100 Principles of Business Administration
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business
- BUS-W 301 Principles of Management
- BUS-W 320 Leadership and Ethics
- BUS-M 330 Personal Persuasion Strategy and Customer Relations Management
- BUS-M 405 Consumer Behavior
- ECON-E 201 Introduction to Microeconomics
- BUS-M 415 Advertising and Promotion Management

Economics (Bachelor of Arts)
Student Learning Goals

Goal 1: **Knowledge of Economics**

- Students demonstrate knowledge of economics and quantitative analysis.

Goal 2: **Knowledge of Economic Theory**

- Students demonstrate and apply the microeconomic and macroeconomic theories

Goal 3: **Application and Communication**

- Students are capable decision makers using problem solving methods, tools, technology, critical thinking skills, and ethical reasoning.

Policies

Candidates for the Bachelor of Arts in Economics degree should review "General Requirements for All Undergraduate Degrees at IU Southeast," found in the "Undergraduate Studies" section of this bulletin. While each student is responsible for his or her own progress toward a degree, academic advisors for the School of Business are available for advice concerning courses, requirements, and the curriculum best suited to the student's goals. To ensure the quality of the student's educational experience, the following policies are in place for all degrees:

1. The student must successfully complete a minimum of 120 credit hours for the Bachelor of Arts degree with a minimum overall grade point average (GPA) of at least 2.0 (not including developmental courses such as English W 100 and Education X 150).
2. An overall GPA of 2.0 is required in economics courses.
3. In general, for a course to count toward an economics degree, a minimum grade of C- is required unless otherwise noted.
4. Academic Advising: Economics students are strongly encouraged to meet regularly with an academic advisor or faculty member in the School of Business to discuss academic and career issues.
5. For the Bachelor of Arts degree, a student must complete no fewer than 26 credit hours of coursework in the senior year in residence at IU Southeast and no fewer than 10 credit hours of 300 or 400 level economics coursework must be taken at IU Southeast. At least 6 credit hours of 300 or 400 level economics coursework must be taken at IU Southeast for a minor.
6. Credit by examination may be earned in ECON-E 201 Introduction to Microeconomics, ECON-E 202 Introduction to Macroeconomics, and BUS-K 201 The Computer in Business. CLEP examinations are accepted for General Education course work if acceptable to the major department for that subject.   Contact the Student Success Center, (University Center South, (812) 941-2312) for information about these examinations.
7. After being admitted to IU Southeast, courses taken at another institution or campus may not count toward a School of Business degree without prior approval. To request approval, the student must contact a School of Business advisor.

8. For the bachelor's degree, 30 of the 120 credit hours must be at the 300 to 400 level (including economics core, general education, and elective courses).
9. Students must apply for their degree in the School of Business Office (Hillside Hall 221) six months before graduation. (For May and August graduates, the deadline is November 1; for December graduates, the deadline is May 15).
10. Students completing internships for credit earn Satisfactory or Fail grades only.
11. Students must complete MATH-M 129 and BUS-K 352 within the first 80 hours of course work. If these courses are not completed as required, the student will not be allowed to register for additional classes until they are completed.
12. Students who are not active at the university for one year will be subject to the requirements of the bulletin in effect at the time of their reinstatement. Upon reinstatement, students are required to see a School of Business advisor to develop a degree completion plan before registering for classes.

Degree Requirements

Students receiving the Bachelor of Arts in Economics degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirements (15 cr.)
- Economics Major Requirements (39 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C-
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

Economics Major Requirements

General Education Component

This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the Economics major.

Choose a second writing course from the following list.

- ENG-W 231 Professional Writing Skills OR
- ENG-W 234 Technical Report Writing OR
- ENG-W 270 Argumentative Writing OR
- ENG-W 290 Writing in the Arts and Sciences

Complete each of the following courses.

- BUS-C 104 Business Presentations
- BUS-K 201 Computer in Business
- ECON-E 201 Introduction to Microeconomics
- MATH-M 129 Business Algebra and Applications

Core

Complete these six courses (18 credits

- ECON-E 201 Introduction to Microeconomics

- ECON-E 202 Introduction to Macroeconomics
- ECON-E 280 Applied Statistics for Business I
- BUS-K 352 Predictive and Prescriptive Analytics
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

Complete four of the following courses (12 credits

- ECON-E 323 Urban Economics
- ECON-E 333 International Economics
- ECON-E 338 Business and Economics Applications of GIS
- ECON-E 350 Money and Banking
- ECON-E 371 Introduction to Applied Econometrics

Electives

Choose two elective courses (6 credit hours) from the following options.

Recommended for those planning to pursue graduate studies in economics:

- MATH-M 215 Calculus I
- MATH-M 216 Calculus II
- ECON-E 371 Introduction to Applied Econometrics (*if not taken as part of core*)

Recommended for those planning to pursue law school:

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-L 201 Legal Environment of BusinessBUS-L 303 Commercial Law II
- POLS-Y 304 Constitutional Law

Additional courses permitted

- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 420 Equity and Fixed Income Investment
- BUS-K 350 Data Analytics & Visualization
- BUS-M 300 Introduction to Marketing
- BUS-M 301 Introduction to Marketing Management
- BUS-M 380 Market Analytics
- BUS-M 405 Consumer Behavior
- BUS-P 301 Operations Management
- GEOG-G 438 Advanced Geographic Information Systems
- GEOG-G 439 GIS and Environmental Analysis
-

Minor in Accounting
Core Requirements

You must complete five courses (15 credit hours) in Business as defined below, with a minimum grade of C- in each course and an overall GPA of 2.0 in the set of Business courses.

The following four courses (12 credit hours) must be completed:

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 325 Cost Accounting

Choose one of the following courses (3 credit hours):

- BUS-A 310 Management Decisions and Financial Reporting
- BUS-A 311 Intermediate Accounting I

Economics Minor

Core Requirements

You must complete five courses (15 Credit Hours) in Economics as defined below with a minimum grade of C- in each course and an overall grade point average of 2.0 in the set of Economics courses.

The following 2 courses (6 credit hours) must be completed:

- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics

Must choose three of the following courses (9 credit hours):

- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory
- ECON-E 323 Urban Economics
- ECON-E 333 International Economics
- ECON-E 338 Business and Economics Applications for Geographical Information System
- ECON-E 350 Money and Banking
- ECON-E 470 Introduction to Econometrics

Applied Health Science

As a result of a cooperative effort involving the Department of Applied Health Science, IU School of Public Health-Bloomington (AHS/SPH-B) and the General Studies program, IU Southeast (GPS/IUS), IU Southeast students may take all classes needed for a Bachelor of Science in Applied Health Science (major in safety) degree program and the minor in safety. These degrees are conferred through the Bloomington campus, and graduates are invited to attend the IU Bloomington graduation ceremony to receive their degrees.

For additional information on requirements for the safety degrees, please contact Sammy Davis, Safety Program Coordinator, through email at davissr@iu.edu, or by phone at (502) 261-2893.

- Applied Health Science Degree, Safety Major (Bachelor of Science)
- Certificate in Safety Management
- Safety minor

Important links for students considering the B.S in Applied Health Science degree:

- Bloomington Academic Bulletin - http://www.indiana.edu/~bulletin/iub/phb/2014-2015/undergraduate/degree-programs/bsahs-safety.shtml
- Information about the major - http://www.publichealth.indiana.edu/degrees/competencies/undergraduate-competencies.shtml#safety
- Course Degree Requirements:
  - Students starting at IUB in the summer of 2013 and after - http://www.publichealth.indiana.edu/docs/degrees/bs_in_ahs_safety_2013.pdf

- Students starting at IUB between summer 2011 and spring 2013 - http://www.publichealth.indiana.edu/docs/degrees/bs_in_ahs_safety_2011.pdf
- Students starting at IUB between summer 2010 and spring 2011 - http://www.publichealth.indiana.edu/docs/degrees/bs_in_ahs_safety_2010.pdf
- Students starting at IUB between fall 2008 adn spring 2010 - http://www.publichealth.indiana.edu/docs/degrees/bs_in_ahs_safety_2008.pdf

Applied Health Science Degree, Safety Major (Bachelor of Science)

Degree Requirements

This is a four-year program leading to a Bachelor of Science in Applied Health Science degree with a major in safety. A minimum of 26 successfully completed credits and a minimum 2.3 cumulative grade point average (GPA) are required for admission to this program. Graduation requirement include:

- completion of general education requirements
- completion of safety major requirements
- a minimum of 120 successfully completed credit hours which count toward the degree program
- a minimum 2.0 cumulative GPA
- a minimum 2.0 cumulative GPA in courses with the following department code-prefixes: SPH-B, SPH-F, SPH-H, SPH-N, SPH-P, AND SPH-S
- no pass/fail except for free electives

General Education (20-39 credits)

All undergraduate students must complete the IU Bloomington campus-wide general education common ground requirements. Such students must visit the 2014-2015 General Education Bulletin (or most current version of the IU Bloomington General Education bulletin) to view these requirements.

Major (91 credits)

Safety and Health Courses (48 credits)

A minimum grade of C- is required in each professional core course.

Complete each of the following courses:

- SPH-H 174 Prevention of Violence in American Society + S&H or SPH-S 255 Threats, Violence, and Workplace Safety (3 cr.)
- SPH-S 101 Introduction to Safety (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 201 Introduction to Industrial Hygiene (3 cr.)
- SPH-S 210 General Industry Standards (3 cr.)
- SPH-S 214 OSHA Construction Standards (3 cr.)
- SPH-S 231 Safety Engineering and Technology (3 cr.)
- SPH-S 251 Incident Investigation and Analysis (3 cr.)
- SPH-S 332 Ergonomics and Human Factors (3 cr.)
- SPH-S 336 Emergency Management (3 cr.)
- SPH-S 345 Safety Program Management (3 cr.)

- SPH-S 410 Advanced Industrial Hygiene (3 cr.)
- SPH-S 411 Industrial Hygiene Sampling and Analysis (3 cr.)
- SPH-S 415 Safety Education and Training (3 cr.)
- SPH-S 496 Field Experience in Occupational Safety (6 cr.)

Additional Major Courses (28 credits)

Complete the following 10 credit chemistry sequence:

- CHEM-C 101 Elementary Chemistry I (3 cr.) +N&M
- CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) +N&M
- CHEM-C 102 Elementary Chemistry II (3 cr.) +N&M
- CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) +N&M

Complete each of the following:

- ENG-W 231 Professional Writing Skills (3 cr.) **or** BUS-X 204 Business Communications (3 cr.)
- PSY-P 101 Introductory Psychology I (3 cr.) +N&M
- PSY-P 102 Introductory Psychology II (Prereq: P101 or P151) (3 cr.) +S&H **or** SOC-S 163 Introduction to Sociology (3 cr.) +S&H
- SPH-B 150 Introduction to Public Health (3 cr.)
- SPH-H 381 (formerly HPER-H 391) Introduction to Health Information and Statistics (3 cr.) **or** MATH-K 300 or PSY-K 300 Statistical Techniques (3 cr.)
- SPH-P 205 Structural Kinesiology (3 cr.) **or** ANAT-A 215 Basic Human Anatomy (5 cr.) +N&M

Professional Electives (15 credits)

Complete 15 credits from the list of safety professional electives. A minimum of 12 of the 15 selected credits must be at the 300/400 level. A minimum grade of C- is required in each professional elective course.

+ Courses followed by an N&M notation apply toward completion of both the major requirement and the general education, natural and mathematic sciences requirement.
+ Courses followed by an S&H notation apply toward completion of both the major requirement and the general education, social and historical studies requirement.

Special Opportunities
Students have the opportunity to participate in professional safety and health protection organizations including student chapters of Eta Sigma Gamma and the American Society of Safety Engineers. Safety management or emergency management public or private sector internships may be pursued by students as part of their educational experience.

Careers

Safety professionals pursue careers to enhance the protection of communities and reduce injuries/fatalities.   Graduates serve as safety specialists, safety trainers, management consultants, safety inspectors, safety managers, safety educators, emergency planners, safety and HR directors and administrators. Other fields associated with health protection include industrial hygiene, ergonomics, fire protection, security, environmental science, and engineering.

Certificate in Safety Management
Description of Program

The undergraduate Safety Management Certificate Program at Indiana University allows individuals to acquire a 24 hour certificate in Safety Management. To be awarded the certificate, individuals must complete 24 hours which includes a 15 hour core of designated safety management courses and an additional 9 hour block of designated courses from one of three concentrations.
  These concentrations are Health Care, Homeland Security, and Process Safety Education. Students electing to complete a Certificate in Safety Management must initiate this process by signing up with a designated safety faculty member responsible for advising those seeking a certificate in Safety Management within the Department of Applied Health Science.

Important links for students considering the Safety Management Certificate:

- IU Bloomington Academic Bulletin - http://www.indiana.edu/~bulletin/iub/phb/2013-2014/undergraduate/certificates/safety-mgt.shtml
- Course Degree Requirements - http://www.publichealth.indiana.edu/docs/degrees/ug_certificate_in_safety_management_2010.pdf

Admission

Most students pursue the Certificate in Safety Management while completing a baccalaureate degree.   However, it is possible to apply for admission to this certificate program as the sole academic objective. Students interested only in earning this certificate may apply online for undergraduate admission to Indiana University Southeast.

Certificate Requirements

This one-year program of study is designed for the practitioner who is interested in gaining general safety and health knowledge combined with specific expertise in health care, homeland security, or process safety education. See an advisor for specifics. Certificate requirements include:

- 24 successfully completed credit hours of prescribed certificate course work
- a minimum 2.0 cumulative grade point average (GPA) in courses used for this certificate
- no pass/fail courses are allowed

Required Health and Safety Courses (15 credits)

Complete each of the following courses:

- SPH-S 101 Introduction to Safety (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 201 Introduction to Industrial Hygiene (3 cr.)
- SPH-S 202 Fundamentals of Fire Protection (3 cr.)
- SPH-S 210 OSHA General Industry Standards (3 cr.) **or** SPH-S 214 OSHA Construction Standards (3 cr.)

Concentration Courses (9 credits)

Select and complete one of the following three concentrations:

Healthcare (9 credits)

- SPH-S 332 Ergonomic and Human Factors (3 cr.) **or** SPH-S 354 Hazardous Material and Waste Control (3 cr.
- SPH-S 336 Emergency Management (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene

Homeland Security (9 credits)

- SPH-S 302 Introduction to Homeland Security (Prereq: 9 cr. 200 level SPH-S courses) (3 cr.)
- SPH-S 336 Emergency Management (P: SPH-S 302) (3 cr.)
- SPH-S 365 Security Issues for the Safety Professional (P: SPH-S 302) (3 cr.)

Process Safety Education (9 credits)

- SPH-S 354 Hazardous Material and Waste Control (Prereq: 6 cr. SPH-S courses or instructor approval) (3 cr.)
- SPH-S 410 Advanced Industrial Hygiene (Prereq: SPH-S 201; CHEM-C 102) (3 cr.)
- SPH-S 411 Industrial Hygiene Sampling and Analysis (Prereq: SPH-S 410) (3 cr.)

Special Opportunities

Students have the opportunity to participate in professional safety and health protection organizations including the student chapter of the American Society of Safety Engineers.

Career

According to a recent survey of American Society of Safety Engineers members, the largest employer groups are insurance, service industries, health care, business, public safety, and nonprofit organizations such as the Red Cross. Typical jobs include safety technician, safety inspector, educator or emergency responder.

Minor in Health & Safety
Requirements

This undergraduate minor program is intended for students in degree programs outside the safety major, who wish to add a safety specialty to their studies. This minor requires:

- successful completion of 15 credit hours as prescribed below
- a minimum grade of C in each course used in the minor
- a minimum cumulative minor GPA of 2.0

Note: No course in this minor may be taken under the Pass/Fail option.

Safety Core Courses (9 cr.):

- SPH-S 101 Introduction to Safety (3 cr.) **OR** SPH-S 217 Safety: A Personal Focus (3 cr.)
- SPH-S 151 Legal Aspects of Safety (3 cr.)
- SPH-S 345 Safety Program Management (3 cr.)

Safety Elective Courses (6 cr.):

Complete two of the following courses. At least one must be at the 300 level or above.

- HPER-H 160 First Aid and Emergency Care (3 cr.)
- SPH-S 231 Safety Engineering and Technology (3 cr.)
- SPH-S 251 Incident Investigation and Analysis (3 cr.)
- SPH-S 350 Exploring Safety Culture (3 cr.)
- SPH-S 415 Safety Education and Training (3 cr.)
- Other course elective as approved by advisor

Post-Baccalaureate Certificate in Business Analytics General Requirements

Students pursuing a Post Baccalaurate Certificate in Business Analytics must complete the following requirements

- 15 credit hours
- Courses must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required
- At least four of the five courses for the certificate must be completed at IU Southeast after completion of an undergraduate degree

Course Requirements

- Complete four courses (12 cr.) from the following
  - BUS-A 338 Accounting Data Analytics
  - BUS-K 440 Business Intelligence
  - BUS- K 350 Business Analytics: Data Management and Visualization
  - BUS-K 352 Business Analytics: Predictive and Prescriptive Analysis
  - BUS-M 380 Market Analytics
  - ECON-E 338 Business and Economics Applications of Geographical Information Systems
  - ECON-E 371 Intro to Applied Econometrics

- Complete one course from the following
  - Additional class from the list above that has not been used to satisfy that 12-hour requirement
  - BUS-A 414 Financial Statement Analysis and Modeling
  - BUS-F 420 Equity and Fixed Income Investments
  - BUS-M 435 Digital Marketing
  - BUS-P 430 Total Quality Management
  - BUS-W 406 Venture Growth Management
  - BUS-Z 441 Wage and Salary Administration
  - CSCI-B 498 Introduction to Data Science
  - CSCI-C 490 Seminar in Computer Science
  - GEOG-G 438 Advanced Geographic Information Science
  - HIM-M 329 Health Care Data Analytics and Information Governance
  - INFO-I 308 Information Representation
  - INFO-I 421 Applications of Data Mining

- SOC-S 380 Intro to Methods of Social Research I

Post-Baccalaureate Certificates

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

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-
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 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 328 Introduction to Taxation
- BUS-A 337 Accounting Information Systems
- BUS-A 424 Auditing

Also Complete TWO of the Following Courses (6 credit hours):

- BUS-A 325 Cost Accounting
- BUS-A 338 Accounting Data Analytics
- BUS-A 339 Advanced Income Taxation (Recommended)
- BUS-A 414 Financial Statement Analysis and Interpretation
- BUS-A 422 Advanced Financial Accounting (Recommended)

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 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 337 Accounting Information Systems
- BUS-F 301 Financial Management
- BUS-Z 302 Managing and Behavior in Organizations

Also complete ONE of the following courses (3 credit hours):

- BUS-A 328 Introduction to Taxation
- BUS-A 338 Accounting Data Analytics
- BUS-A 339 Advanced Income Taxation
- BUS-A 414 Financial Statement Analysis and Interpretation
- BUS-A 422 Advanced Financial Accounting I
- BUS-A 424 Auditing

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.

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
- ECON-E 322 Intermediate Macroeconomic Theory
- ECON-E 323 Urban Economics
- ECON-E 333 International Economics
- ECON-E 338 Business and Economics Applications of GIS
- ECON-E 350 Money and Banking

- ECON-E 371 Intro to Applied Econometrics

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 from Group A or Group B listed below with at least a C-.
2. Complete four the required courses at IU Southeast after earning undergraduate degree.

Group A:

- BUS-A 310: Management Decisions and Financial Reporting
  - *Note: BUS-A 311 Intermediate Accounting will substitute for BUS-A 310 for Accounting students. Both BUS-A 310 and A 311 may not be taken for credit.*
- BUS-F 302: Financial Decision Making
- BUS-F 410: Financial Institutions and Markets
- BUS-F 420 Equity & Fixed Income Investments
- BUS-F 494 International Finance
- ECON-E 350 Money and Banking

Group B: Only one Course :

- BUS-A 301 Accounting: An Information System
- BUS-A 325 Cost Accounting
- BUS-A 328 Introduction to Taxation
- BUS-A 414 Financial Statement Analysis
- BUS-A 312 Intermediate Accounting II

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)
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 280 Applied Statistics for Business & Econ I
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management

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.)

- BUS-K 201 Computer in Business
- BUS-L 201 Legal Environment of Business
- BUS-K 321 Management of Information Tech
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-A 311 Intermediate Accounting I
- BUS-D 300 International Business Administration
- BUS-P 330 Project Management
- BUS-W 301 Principles of Management
- BUS-Z 440 Personnel – Human Resource Management

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
- BUS-Z 440 Personnel – Human Resources Management
- BUS-Z 441 Wage and Salary Administration
- BUS-Z 443 Developing Employee Skills
- BUS-Z 444 Personnel Research and Measurement
- BUS-Z 445 Human Resource Selection

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
- BUS-F 494 International Finance
- ECON-E 333 International Economics
- POLS-Y 376 International Political Economy

- 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
- BUS-W 301 Principles of Management
- BUS-W 311 New Venture Creation
- BUS-W 320 Leadership and Ethics
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel – Human Resource Management

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
- BUS-M 303 Marketing Research
- BUS-M 330 Consultative Selling
- BUS-M 365 Internet Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 425 Services Marketing
- BUS-M 450 Marketing Strategy

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.

- BUS-K 330 Special Topics: Info Tech Mgmt. Issues
- BUS-K 340 Enterprise Resource Planning Systems
- BUS-K 440 Business Intelligence
- BUS-P 330 Project Management
- BUS-P 421 Supply Chain Management
- BUS-P 430 Total Quality Management

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
- BUS-M 330 Consultative Selling
- BUS-M 421 Fundamentals of Negotiation (course in development, speak with academic advisor)
- BUS-M 426 Sales Management

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

- BUS-M 405 Consumer Behavior
- BIS-Z 440 Personnel and Human Resource Management
- BUS-W 320 Leadership and Ethics
- SPCH-S 324 Persuasion
- SPCH-S 380 Nonverbal Communication

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
- BUS-W 311 New Venture Creation
- BUS-W 406* Venture Growth Management
- BUS-M 300 or 301 Introduction to Marketing or Introduction to Marketing Management

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
- BIS-L 201 Legal Environment of Business
- BUS-W 301 Principles of Management
- BUS-W 320 Leadership and Ethics
- BUS-M 330 Consultative Selling
- BUS-M 405 Consumer Behavior
- ECON-E 201 Introduction to Microeconomics
- BUS-M 415 Advertising and Promotion Management
- BUS-E 560** Venture Growth Management

*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.

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.

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.

Dual Major Elementary & Special Education (Bachelor of Science)
Degree Requirements (130 cr.)

- General Education Component (30 cr.)
- Additional Program Requirements (24 cr.)
- Special Education Blocks (76 cr.)
- A minimum GPA of 2.5 is required.
- All courses are 3 credit hours, unless otherwise noted.

General Education (30 cr.)

- COAS-S 104 First Year Seminar (1 cr.)
- SPCH-S 121 Public Speaking
- ENG-W 131 Reading, Writing, and Inquiry I
- ENG-W 250 Writing in Context
- MATH-T 101 Mathematics for Elementary Teachers I
- CHEM-C 104 Physical Sciences and Society (5 cr.)
- POLS-Y 103 Introduction to American Politics
- GEOG-G201 World Regional Geography
- Complete one of the following:
  - HIST-H 105 American History I
  - HIST-H 106 American History II

- Complete one of the following:
  - ENG-L 101 Ancient and Medieval World Literature
  - ENG-L 102 Modern World Literature

Additional Program Requirements (24 cr.)

- EDUC-F 200 Examining Self as Teacher or
  - EDUC-F 201 (2 cr.) Exploring the Personal Demands of Teaching: Laboratory Experience and
  - EDUC-F 202 (1 cr.) Exploring the Personal Demands of Teaching: Field Experience

- EDUC-W 200 Using Computers in Education
- MATH-T 102 Mathematics for Elementary Teachers II
- MATH-T 103 Mathematics for Elementary Teachers III
- Complete one of the following:
  - PHIL-P 100 Introduction to Philosophy
  - PHIL-P 140 Introduction to Ethics

- BIOL-L 100 Humans and the Biological World
- GEOG-G 107 Physical Systems of the Environment
- Complete one of the following:
  - FINA-F 100 Fundamental Studio-Drawing
  - FINA-H 100 Introduction to Art History and Visual Culture for Non-Majors
  - FINA-N 110 Introduction to Studio Art for Non-majors
  - MUS-E 241 Introduction to Music Fundamentals
  - MUS-M 174 Music for the Listener
  - THTR-T 105 Theatre Appreciation

- THTR-T 120 Acting One: Fundamentals of Acting

Special Education Blocks (76 cr.)

- Block 1
  - EDUC-E 339 Methods of Teaching Language Arts
  - EDUC-P 248 The Elementary School Child: Physical, Emotional, & Social Development (2 cr.)
  - EDUC-K 205 Introduction to Exceptional Children (2 cr.)
  - EDUC-K 200 Introductory Practicum in Special Education (2 cr.)
  - EDUC-M 101 Laboratory/Field Experience Topic: Block 1 Practicum (1 cr.)
  - EDUC-F 401 Topical Exploration in Education Topic: Child as Learner Seminar (1 cr.)
  - EDUC-M 300 Teaching in a Pluralistic Society
  - EDUC-K 370 Introduction to Language and Learning Disorders
  - EDUC-K 206 (1 cr.)

- Block 2
  - EDUC-E 340 Methods of Teaching Reading I
  - EDUC-E 325 Social Studies in the Elementary Schools
  - EDUC-E 343 Math in the Elem Schools
  - EDUC-K 490 Research in Special Education Topic: Autism Spectrum Disorder (2 cr.)
  - EDUC-K 344 Education of the Socially and Emotionally Disturbed II
  - EDUC-K 495 Laboratory/Field Experience in Special Education Topic: Block 2 Clinical Experience (2 cr.)
  - EDUC-M 201 Laboratory/Field Experience Topic: Block 2 Practicum (1 cr.)
  - EDUC-F 401 Topical Exploration in Education Topic: Literate Child Seminar (1 cr.)

- Block 3
  - EDUC-E 341 Methods of Teaching Reading II
  - EDUC-E 328 Science in the Elementary Schools
  - EDUC-N 443 Teaching Elementary Mathematics Problem Solving (2 cr.)
  - EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
  - EDUC-P 313 Adolescents in a Learning Community (2 cr.)
  - EDUC-K 495 Laboratory/Field Experience Topic: Block 3 Practicum (2 cr.)
  - EDUC-M 301 Laboratory/Field Experience Topic: Block 3 Practicum (1 cr.)

- Additional coursework
  - EDUC-K 453 Management of Academic and Social Behavior
  - EDUC-K 352 Education of Students with Learning Disorders
  - EDUC-K 361

- Block 4

- EDUC-K 480 Student Teaching in Special Education (6 cr.)
- EDUC-M 425 Student Teach: Elementary (6 cr.)
- EDUC-K 362

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
Undergraduate Programs

- Elementary Education (Bachelor of Science in Education)
- Special Education (Bachelor of Science in Education)
- Secondary Education (Bachelor of Science in Education)

Minors/Additional Licensure

- English as a New Language/English as a Second Language
- Licensing Minor in Secondary Education

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
- Undergraduate Programs in Education
  - General Rules for All Undergraduate Programs

- Graduate Study in Education

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.

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.

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.

Undergraduate Programs in Education

General Information

IU Southeast offers a Bachelor of Science degree that leads to an initial license for the State of Indiana and/or a Statement of Eligibility for Kentucky. Undergraduate programs include Secondary Education (Science, Math, Language Arts, and Social Studies), Elementary Education, and Special Education (for "Mild Intervention/LBD).

Freshmen, beginning their studies in Fall 2010, and students who do not plan to finish their education degree program before August 31, 2013, will be required to complete an education degree program that complies with Rules for Educator Preparation and Accountability (REPA). See the School of Education website for more information on REPA and contact an advisor.

General Rules for All Undergraduate Programs

Transfer Credit

Although grades do not transfer and are not computed in a student's IU Southeast grade point average (GPA), the School of Education uses transfer grades to determine eligibility requirements, including the GPA for admission to teacher education. Transfer grades are also used to determine graduation and licensing eligibility in academic plans and areas.

Currency of Course Work

All courses listed in the Professional Education Block must be completed within a 10-year period before graduation. Area requirements outside of education must also be completed within a 10-year period unless a waiver is granted by the program's coordinator. Approval would be based on the significance of changes in the particular content area.

Variance from Requirements

Students requesting a variance from course or program requirements may petition for an exception. Exception forms are available in the School of Education. Students will receive written notification of the decision and appeals process.

Good Standing in Teacher Education

To remain in good standing in the Teacher Education Program, candidates in elementary, secondary, and special education must:

1. maintain an overall Indiana University GPA of 2.5 or higher for elementary and special education, 2.75 or higher for secondary education;
2. complete each professional education course with a grade of C (2.0) or higher, and if pursuing special education, earn no less than a grade of B– (2.7) in each special education course;
3. maintain a minimum overall GPA in professional education courses of 2.5 (or Satisfactory in courses graded as S/F) for elementary and special education and 2.75 (or Satisfactory in courses graded as S/F) for secondary education; and
4. maintain a minimum GPA of 2.5 for elementary and special education majors in content area blocks, 2.75 for secondary education in each licensing area with no grade less than C;
5. maintain compliance with IU Southeast School of Education dispositions.

Candidate program status is assessed through multiple means at various summative decision points in the program. Candidates not in good standing may be required to complete professional improvement plans prior to continuing in the program.

To Be Eligible for Degree

Candidates must pass all decision points within their respective programs and complete all campuswide requirements in order to be eligible for a bachelor's degree. Candidates in the Elementary Education, Special Education, and Secondary Education Programs must apply for the degree by October 1 for graduation in May, March 1 for August graduation, and June 1 for December graduation.

To Be Eligible for Licensure

Candidates are responsible for completing the necessary application processes for a teaching license. License applications cannot be forwarded to the state until all program and degree requirements are met. To be eligible for teacher licensure, all candidates must meet the following requirements:

- Candidates for IN educator certification must:
    - Have been accepted into and successfully completed their particular SOE degree/certification program;
    - Have earned state approved certification in both CPR/AED and 'suicide recognition and prevention';
    - Have earned state-prescribed passing scores on the state-determined content and pedagogy assessment(s) (see the licensing advisor for details on specific tests);
    - Apply and pay for the appropriate license;and
    - Be recommended for the license by the IU Southeast licensing advisor.

- KY certification is usually available after acquiring appropriate IN license; additional testing may be required - see the licensing advisor.

Elementary Education

Contact Information
Education Office: (812) 941-2385
Website: https://www.ius.edu/education/

Academics
Undergraduate Degrees

- Bachelor of Science - Elementary
- Bachelor of Science - Dual Major Elementary & Special Education

Program Information
- Application Process
- Program Admission Requirements
- Student Learning Goals
- Progression Requirements
- Special Note for Transfer Students

Elementary Education (Bachelor of Science in Education)
Degree Requirements (120 cr.)

- General Education Core (30cr.)
- Additional Program Requirements (17 cr.)
- Concentration Requirement (15 cr.)
- Elementary Education Blocks (58 cr.)
- A minimum GPA of 2.5 is required.

- All courses are 3 credit hours, unless otherwise noted.

General Education Core (30 cr.)

All General Education courses must have a grade of C or better.

- COAS-S 104 First Year Seminar (1 cr.)
- COMM-S 121 Public Speaking
- ENG-W 131 Reading, Writing, and Inquiry I
- ENG-W 250 Writing in Context
- MATH-T 101 Mathematics for Elementary Teachers I
- Complete 5 credit hours of Science with a lab
    - CHEM-C 101/121 Elementary Chemistry 1 with Lab (3/2 cr.)
    - CHEM-C 102/122 Elementary Chemistry 2 with Lab (3/2 cr.)
    - CHEM-C 104 Physical Sciences and Society (5 cr.)
    - GEOG-G 107/108 Physical Systems of the Environment with Lab (3/2 cr.)
    - BIOL-L 100 Humans and the Biological World (5 cr.)

- POLS-Y 103 Introduction to American Politics
- GEOG-G201 World Regional Geography
- Complete one of the following:
    - HIST-H 105 American History I
    - HIST-H 106 American History II

- Complete one of the following:
    -
    - ENG-L 101 Ancient and Medieval World Literature
    - ENG-L 102 Modern World Literature

Additional Program Requirements (17 cr.)

All Additional Program Requirement courses must have a grade of C or better.

- MATH-T 102 Math for Elementary Teachers 2
- MATH-T 103 Math for Elementary Teachers 3
- Complete 6 additional credit hours of Science
    - ANAT-A 215 Basic Human Anatomy (5 cr.)
    - AST-A 100 The Solar System
    - AST-A 105 Stars and Galaxies
    - BIOL-L 100 Humans and the Biological World
    - CHEM-C 101 Elementary Chemistry I
    - GEOG-G 107 Physical Systems of the Environment

- Complete one of the following:
    - EDUC-F 200 Examining Self as Teacher
    - EDUC-F 201/202 Exploring the Personal Demands of Teaching w/field experience

- EDUC-K 205 (2 cr.) Introduction to Exceptional Children

Concentration Requirement (15 cr.)

All Elementary undergraduate education candidates must have a concentration in at least one of the following content areas: ENL/ESL, Language Arts, Mathematics, Social Studies, or Science to apply for a K-6 teaching

license in Indiana. Students must earn at least a C in each concentration course and obtain a minimum GPA of 2.5 across all concentration courses, unless otherwise noted.

ENL/ESL Concentration

Adding the ENL/ESL license includes these additional requirements: Earning a grade of B or higher in all ENL coursework, completing student teaching in ENL, completing the elementary education license, and passing the state-mandated ENL content test.

- EDUC-L 441 Bilingual Education: Introduction
- EDUC-X 470 Psycholinguistics for Teachers of Reading
- EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 436 Methods and Materials for Teaching ESL
- EDUC-M425 Student Teaching-ENL/ESL

Language Arts Concentration (15 cr.)

- EDUC-E 449 Trade Books and the Teacher
- Complete one of the following:
  - ENG-G 205 Intro to the English Language
  - ENG-G 207 Grammar and Usage

- Complete one of the following:
  - ENG-W 270 Argumentative Writing
  - ENG-W 350 Advanced Expository Writing

- Complete one of the following:
  - AFRO-A 169 Intro to African American Literature
  - ENG-L 101 Ancient and Medieval World Literature
  - ENG-L 102 Modern World Literature
  - ENG-L 107 Masterpieces of Asia
  - ENG-L 374 Ethnic American Literature
  - ENG-L 378 Studies in Women and Literature

- 3 additional credit hours in ENG or COMM

Mathematics Concentration (15 cr.)

- MATH-M 118 Finite Mathematics
- MATH-M 126 Trigonometric Functions
- MATH-K 300 Statistical Techniques for Health Professions
- 6 additional credit hours in MATH

Science Concentration

- BIOL-L 200 Environmental Biology
- PHYS-P 100 (5 cr.) Physics in the Modern World
- Complete one of the following:
  - AST-A 100 The Solar System
  - AST-A 105 Stars and Galaxies
  - AST-A 200 Introduction to Cosmology

- 4 additional credit hours in BIOL, GEOL, CHEM, PHYS, AST, or Physical Geography

Social Studies Concentration

- Complete the following history course that wasn't taken for the General Education Core
  - HIST-H 105 American History I
  - HIST-H 106 American History II

- Complete one of the following:
  - HIST-E 100 Issues in African History
  - HIST-F 100 Issues in Latin American History
  - HIST-G 100 Issues in Asian History
  - HIST-H 101 The World in the 20th Century I
  - HIST-W 101 World Civilizations to 1500

- Complete one of the following:
  - ECON-E 101 Survey of Economic Issues and Problems
  - ECON-E 201 Introduction to Microeconomics

- Complete one of the following:
  - SOC-R 220 The Family
  - SOC-S 163 Social Problems
  - SOC-S 309 The Community

- 3 additional credit hours in HIST, PSY, ANTH, SOC, POLS, or Human Geography

Elementary Education Blocks (58 cr.)

Each education course must have B- or better, or a Satisfactory grade.

- Block 1
  - EDUC-E 339 Methods of Teaching Language Arts
  - EDUC-M 323 (2cr.) Teaching of Music in the Elementary Schools
  - EDUC-M 300 Teaching in a Pluralistic Society
  - EDUC-P 250 General Educational Psychology
  - EDUC-P 248 (2cr.) The Elementary School Child: Physical, Emotional & Social Development
  - EDUC-W 201 (1cr.) Beginning Technology Skills
  - EDUC-M 101 (1cr.) Laboratory/Filed Experience: Block 1 Practicum
  - EDUC-F 401 (1cr.) Topical Exploration in Education: Child as Learner Seminar

- Block 2
  - EDUC-E 340 Methods of Teaching Reading I
  - EDUC-E 325 Social Studies in the Elementary Schools
  - EDUC-E 343 Math in the Elementary Schools
  - EDUC-W 301 (1cr.) Integrating Technology into Teaching - Part I
  - EDUC-M 201 (1cr.) Laboratory/Filed Experience: Block 2 Practicum
  - EDUC-F 401 (1cr.) Topical Exploration in Education: Integration of Content
  - EDUC-M 333 (2cr.) Art Experiences for the Elementary Teacher

- Block 3
  - EDUC-E 341 Methods of Teaching Reading II
  - EDUC-E 328 Science in the Elementary Schools
  - EDUC-N 443 (2cr.) Teaching Elementary Mathematics Problem Solving
  - EDUC-P 320 Classroom Assessment

- EDUC-M 356 (2cr.) Health and Wellness for Teachers
- EDUC-W 401 (1cr.) Integrating Technology into Teaching - Part II
- EDUC-M 301 (1cr.) Laboratory/Filed Experience: Block 3 Practicum
- EDUC-F 401 (1cr.) Topical Exploration in Education: Intervention

- Block 4
  - EDUC-M 425 (11cr.) Student Teaching: Elementary
  - EDUC-F 401 (1cr.) Topical Exploration in Education: Literate Child Seminar

Secondary Education

Contact Information
Education Office: (812) 941-2385
Website: https://www.ius.edu/education/

Academics
Undergraduate Degrees

- Bachelor of Science

Minors

- Secondary Education Minor

Program Information

Secondary Education (Bachelor of Science in Education)
Program Description
The School of Education offers programs in secondary education leading to the B.S. in Education in secondary education (middle school, junior high, high school) with teaching majors in language arts, mathematics, science, and social studies. Candidates who have completed one of these teaching majors may also be licensed in chemistry, earth/space science, economics, French, geographical perspectives, German, government and citizenship, historical perspectives, journalism, language arts, life science, mathematics, physics, psychology, sociology, Spanish, and theatre arts.

Admission Requirements

Admission to the Secondary Education Program comes at Summative Decision Point I. The procedure provides the faculty with opportunities to exercise professional judgment on the suitability of the candidate for a teaching career. Admission to the Secondary Education Program is based on a number of factors designed to select high-quality, prospective teachers and is also limited to the number of students who can be effectively accommodated given the available resources. Admission to and good standing in the Secondary Education Program are required for enrolling in certain professional education courses. Degree completion is contingent upon students passing summative decision points. Information about decision points can be found on the program Web site.
   Completion of the degree, passage of state mandated tests, CPR-Heimlich certification and Suicide Prevention Training are needed to apply for an Indiana teaching license. Other requirements for licensing might be added dependent on state requirements.

The following are the admission, continuation, and completion requirements for Language Arts, Math, Science, and Social Studies in Secondary Education.

To be admitted to the Secondary Education Program (SEP), candidates must meet all of the requirements for Summative Decision Point I as listed below:

1. have taken EDUC-H 205 and earned a grade of at least 2.0 (C) and have a grade-point-average in professional education courses of at least 2.5;
2. have taken the communications courses (i.e., W131, S121, and second level writing course with no grade less than 2.0 (C) and a grade point-average of at least 2.5;
3. have taken the required mathematics courses for your program and earned a grade of at least 2.0 (C)
4. have an overall grade-point-average of at least 2.5;
5. have at least a grade of 2.0 (C) in each course in the licensing area(s) and an overall average in each licensing area of at least 2.5;
6. have acceptable recommendations from the instructors and field experience teachers in EDUC-H 205

To be eligible to take the Educational Psychology Block 1 (i.e., P312/P313/M303/K200), candidates must meet the following requirements:

1. be admitted to the SEP at IUS;
2. have a grade of at least 2.0 (C) and a grade-point-average of at least 2.5 in the professional education coursework and in the coursework in all of their licensing areas;
3. have taken or be concurrently enrolled in EDUC W200;
4. have an overall grade-point-average of at least 2.5; and,
5. be eligible for student teaching in the spring of the next academic year (i.e., have completed at least 50 credit hours that count toward the 120 credit hour requirement to take the block in the fall semester and at least 62 credit hours to take the block in the spring semester).

To be eligible to enroll in the General Methods/ Reading Methods Block 2 (M301/M314/M464/K205), candidates must meet the Summative Decision Point II requirements. These requirements include:

1. be admitted to the SEP at IUS;
2. have completed EDUC M300 with a "C" or better;
3. have a grade of at least 2.0 (C) and a grade-point-average of at least 2.5 in the professional education coursework and in the coursework in all of their licensing areas;
4. have an overall grade-point-average of at least 2.5;
5. be eligible to student teach in the spring semester following M301/M314/M464/F401;
6. have an acceptable portfolio; and
7. have acceptable recommendations from the instructors and field experience teachers in the P312/P313/M303/K200 block.

To be eligible to enroll in Specific Methods/Student Teaching Block 3 (M446/M480/K200), candidates must meet the following Summative Decision Point III requirements listed below:

1. have passed the Praxis II Content Knowledge Test (based on the Indiana standards);
2. have completed all of their general education requirements with appropriate grades;
3. have completed at least 75% of the coursework in the major;
4. be able to complete all requirements for their degree by the summer following student teaching;
5. have acceptable recommendations from their M301/M314/M464/F401 instructors and field experience teachers;
6. have an acceptable portfolio; and
7. have a grade of at least 2.0 (C) and a grade point average of at least 2.5 in the professional education coursework and in the coursework in all of their licensing areas.

To be eligible to graduate, candidates must meet all of the requirements for Summative Decision Point IV as listed below:

1. have completed and satisfactorily passed all coursework in professional education including Specific Methods and Student Teaching with no grade less than a 2.0 (C) and a GPA of at least 2.5;
2. have completed all coursework in general education with appropriate grades;
3. have completed all coursework in the major with no grade less than a 2.0 (C) and with a GPA of at least 2.5;
4. have an overall GPA of at least 2.5;
5. have an acceptable portfolio; and,
6. have earned at least 120 semester hours (not counting developmental courses such as ENG W100, MATH M006, M007, etc. and repeated courses).

Kentucky does not currently grant a license for physical science majors, nor does it grant licenses for content area minors.

Degree Requirements

Students receiving the Bachelor of Science in Secondary Education degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Professional Education Core (36 cr.)
- Content Area Requirement (41-54 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum overall GPA of 2.5 is required

Professional Education Core (36 cr.)

The following list of major requirements includes 39 hours of coursework. The course marked with an asterisk is calculated toward the general education requirement.

- Pre-professional Education
  - EDUC-H 205 Introduction to Educational Thought
  - EDUC-W 200 Using Computers in Education
  - EDUC-M 300* Teaching in a Pluralistic Society
  - EDUC-K 205 Introduction to Exceptional Children (2 cr.)

- EDUC-P 312 Learning: Theory Into Practice
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 303 Laboratory/Field Experience Junior High/Middle School (1 cr.)
- EDUC-M 314 General Methods SH/JH/MS Teachers
- EDUC-F 401 Topical Exploration in Education (1 cr.)
- EDUC-X 490 Language Arts Majors only - Research in Reading
- EDUC-M 464 Methods of Teaching Reading
- Specific Methods - Complete one of the following related to content area
  - Language Arts: EDUC-M 452 Methods of Teaching English in SH/JH/MS
  - Mathematics: EDUC-M 457 Methods of Teaching SH/JH/MS Mathematics
  - Science: EDUC-M 446 Methods of Teaching SH/JH/MS Science
  - Social Studies: EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies

- EDUC-C 495 Seminar in Leadership Training(1 cr.)
- EDUC-M 480 Student Teaching: Secondary (12 cr.)

Content Area Requirements

Complete requirements for one content area listed.

Content areas offered:

- Language Arts
- Mathematics
- Science
  - Chemistry
  - Earth Space
  - Life
  - Physical

- Social Studies

Language Arts (42 cr.)

- COMM-S 353 Advanced Public Speaking
- EDUC-S 490 Research in Secondary Education
- ENG-G 205 Introduction to the English Language
- ENG-G 207 Grammar and Usage
- ENG-L 101 Ancient and Medieval World Literature
- ENG-L 102 Modern World Literature
  - This course fulfils a General Education requirement

- Complete two of the following:
  - ENG-L 297 English Literature to 1600

- ENG-L 298 English Literature from 1600 to 1800
- ENG-L 299 English Literature since 1800

- Complete one of the following:
    - ENG-L 313 Early Plays of Shakespeare
    - ENG-L 314 Late Plays of Shakespeare

- Complete two of the following:
    - ENG-L 351 American Literature 1800-1865
    - ENG-L 352 American Literature 1865-1914
    - ENG-L 354 American Literature since 1914

- ENG-L 371 Critical Practices
- ENG-W 203 Creative Writing
- ENG-W 270 Argumentative Writing
    - This course fulfils a General Education requirement

- ENG-W 350 Advanced Expository Writing
- JOUR-C 200 Introduction to Mass Communications

Mathematics (41 cr.)

- CSCI-C 201 Computer Programming II (4 cr.)
- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 311 Calculus 3
- MATH-M 360 Elements of Probability
- MATH-M 366 Elements of Statistical Inference
- MATH-M 436 Introduction to Geometries
- MATH-M 380 History of Mathematics
- MATH-M 391 Introduction to Mathematical Reasoning
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 413 Introduction to Analysis I

Chemistry (45 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 484 Biomolecules and Catabolism (2 cr.)
- CHEM-C 486 Biol Chemistry Laboratory
- Complete one of the following
    - CHEM-C 315 Chemical Measurements Laboratory I
    - CHEM-C 317 Equilibria and Electrochemistry
    - CHEM-C 318 Spectrochemistry and Separations
    - CHEM-C 361 Physical Chemistry of Bulk Matter
    - CHEM-C 362 Physical Chemistry of Molecules
    - CHEM-C 303 Environmental Chemistry
    - CHEM-C 470 Polymer Chemistry

- Complete one of the following
    - CHEM-C 301 Chemistry Seminar 1 (1 cr.)

- CHEM-C 302 Chemistry Seminar 2 (1 cr.)
- EDUC-Q 490 Research in Science Education (1 cr.)

- EDUC-Q 450 - Science Technology and Society (STS) for a Changing World
- Complete one of the following
    - PHYS-P 201 General Physics 1 (5 cr.)
    - PHYS-P 221 Physics 1 (5 cr.)

- Complete one of the following
    - PHYS-P 202 General Physics 2
    - PHYS-P 222 Physics 2

Earth Space Science (46 cr.)

- Complete one of the following
    - AST-A 100 The Solar System
    - AST-A 105 Stars and Galaxies
    - AST-A 200 Introduction to Cosmology

- Complete one of the following
    - BIOL-L 100 Humans and the Biological World
    - BIOL-L 200 Environmental Biology and Conservation

- EDUC-Q 213 Earth and Environmental Teaching Methods
- EDUC-Q 450 Science Technology and Society (STS) for a Changing World
- GEOG-G 304 Physical Meteorology and Climatology
- Complete two of the following
    - GEOG-G 308 Disasters: Natural and Human Induced
    - GEOG-G 314 Urban Geography
    - GEOG-G 315 Environmental Conservation
    - GEOG-G 333 Introductory Cartography
    - GEOG-G 338 Geographic Information Systems
    - GEOG-G 404 Geography of Soils
    - GEOG-G 432 Current Issues in Environmental Conservation
    - GEOG-G 435 Cartography and Graphics
    - GEOG-G 438 Advanced Geographic Information Systems
    - GEOG-G 439 GIS and Environmental Analysis
    - EDUC-Q 490 Research in Science Education

- GEOL-G 100 General Geology (5 cr.)
- GEOL-G 180 Dinosaurs
- GEOL-G 210 Oceanography
- Complete 3 additional GEOL-G courses at the 200-level or higher for 9 credit hours
- Complete one of the following
    - PHYS-P 100 Physics in the Modern World
    - PHYS-P 201 General Physics

Life Science (52 cr.)

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology

- BIOL-L 311 Genetics
- BIOL-L 319 Genetics Laboratory
- BIOL-L 312 Cell Biology
- BIOL-L 318 Evolution (5 cr.)
- Complete one of the following
    - BIOL-L 473 Ecology
    - BIOL-L 303 Field Biology

- Complete one of the following
    - BIOL-L 474 Field and Laboratory Ecology (2 cr.)
    - BIOL-L 490 Individual Study (2 cr.)
    - EDUC-Q 490 Research in Science Education (2 cr.)

- Complete one of the following
    - CHEM-C 102 Elementary Chemistry 2
    - CHEM-C 106 Principles of Chemistry II

- Complete one of the following
    - CHEM-C 122 Elementary Chemistry Lab 2
    - CHEM-C 126 Experimental Chemistry II

- Complete one of the following
    - PHSL-P 416/418 Comparative Animal Physiology (5 cr.)
    - PLSC-B 370 Plant Physiology Lecture & Lab (5 cr.)
    - PHSL-P 215 Basic Human Physiology (5 cr.)
    - MICR-M 420 Environmental Microbiology (5 cr.)

- Complete one of the following
    - PLSC-B 373 Plant Growth and Development (5 cr.)
    - BIOL-L 317/BIOL-Z 318 Developmental Biology & Lab (5 cr.)
    - PLSC-B 375 Horticultural Plants: Biotechnology, Physiology, and Development (5 cr.)
    - PLSC-B 364 Summer Flowering Plants (5 cr.)
    - ANAT-A 215 Basic Human Anatomy (5 cr.)

- Complete one of the following
    - BIOL-L 403 Biology Seminar (1 cr.)
    - EDUC-Q 490 Research in Science Education (1 cr.)

- EDUC-Q 450 Science Technology and Society (STS) for a Changing World

Physical Science (49 cr.)

- Complete one of the following
    - AST-A 100 The Solar System
    - AST-A 105 Stars and Galaxies
    - AST-A 200 Introduction to Cosmology

- Complete one of the following
    - BIOL-L 100 Humans and the Biological World
    - BIOL-L 200 Environmental Biology and Conservation

- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)

- CHEM-C 342 Organic Chemistry Lectures 2
- EDUC-Q 213 Earth and Environmental Teaching Methods
- EDUC-Q 450 Science Technology and Society (STS) for a Changing World
- GEOL-G 100 General Geology (5 cr.)
- GEOG-G 304 Physical Meteorology and Climatology
- MATH-M 126 Trigonometric Functions
- Complete one of the following
    - PHYS-P 201 General Physics 1 (5 cr.)
    - PHYS-P 221 Physics 1 (5 cr.)

- Complete one of the following
    - PHYS-P 202 General Physics 2 (5 cr.)
    - PHYS-P 222 Physics 2 (5 cr.)

- Complete one of the following
    - PHYS-P 301 Physics 3
    - PHYS-P 310 Environmental Physics

Social Studies (54 cr.)

The following list of major requirements includes 60 hours of coursework. Courses marked with an asterisk are calculated toward the general education requirement.

- BUS-W 100 Principles of Business Administration
- ECON-E 101 Survey of Economic Issues and Problems
- EDUC-Q 450 Science Technology and Society (STS) for a Changing World
- GEOG-G 110 Human Geography in a Changing World
- GEOG-G 201 World Regional Geography
- HIST-H 101* Eur-Amer World since 1500 I
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- Complete one of the following
    - HIST-G 100 Issues in Asian History
    - HIST-F 100 Issues in Latin American History

- HIST-H 236 The Historian's Craft
- HIST-A 363 Hoosier Nation: Indiana in American History
- Complete one of the following
    - HIST-J 495 Proseminar for History Majors
    - 300-level History Elective

- POLS-Y 103* Introduction to American Politics
- POLS-Y 105 Introduction to Political Theory
- PSY-P 101 Introductory Psychology 1
- PSY-P 102 Introductory Psychology 2
- SOC-S 163 Social Problems
- SOC-S 305 Population

Licensing Minor in Secondary Education

Program Description

The Education Minor is for Secondary Education Teaching only (junior high, middle, and high school). Students will be required to complete 33 hours in the professional education blocks. The Education Minor is open to majors

that Indiana University Southeast School of Education has state approval to grant degrees. This program allows undergraduate students to complete a teaching licensure program with a major in a related program in which the state offers a content exam for teachers and in an area that the Indiana University Southeast School of Education is approved to offer. Interested students must meet the secondary admission requirements for acceptance to the Secondary Teacher Education Program (as described below). All individuals desiring to teach in Indiana must complete and pass the Indiana Core Assessment Exam to be eligible for a teaching license.

To be admitted to the Secondary Education Program (SEP), candidates must meet all the requirements for Summative Decision Point I as listed below:

1. have taken EDUC-F 200 and earned a grade of at least 2.0 (C) and have a grade-point-average in professional education courses of at least 2.5
2. have taken the communication courses (i.e., ENG-W 131, SPCH-S 121, and second writing course approved by general education with no grade less than 2.0 (C) and a grade point-average of at least 2.5
3. have taken the required mathematics courses for your program and earned a grade of at least 2.0 (C)
4. have an overall grade-point-average of at least 2.5
5. have at least a grade of 2.0 (C) in each course in the licensing area(s) and an overall average in each licensing area of at least 2.5
6. have acceptable recommendation from the instructors and field experience teachers in EDUC-F 200

To be eligible to take the Education Psychology Block (i.e.,P312/P313/M303/K200) candidates must meet the following requirements:

1. be admitted to the SEP at IUS;

2. have a grade of at least 2.0 (C) in M300 and in all coursework in all teaching licensing areas with a grade-point-average of at least 2.5;

3. have an overall grade-point-average of at least 2.5; and

4. be eligible for student teaching in the spring of the next academic year.

To be eligible to enroll in the General Methods/ Reading Methods Block 2 candidates must meet the Summative Decision Point II requirements. These requirements include:

1. have a grade of at least 2.0 (C) and a grade-point-average of at least 2.5 in the professional education coursework and in the coursework in all licensing areas;

2. have an overall grade-point average of at least 2.5;

3. be eligible to student teach in the Spring semester following Block II (F401/M301/M314/M464); and

4. have acceptable recommendations from the instructors and field experience teachers in the Block I (K200/P312/ P313/M303)

To be eligible to enroll in the Specific Methods and Student Teaching Block 3 candidates must meet the

following Summative Decision Point III requirements in addition to maintaining the grades and grade-point-averages listed above:

1. have successfully completed at least 75% of the coursework in their major;

2. be able to complete all requirements for their degree by the summer following student teaching;

3. have acceptable recommendations from their Block II (M301/M314/M464/F401) instructors and field experience teachers

To be eligible to apply for a teaching license, candidates must meet all of the requirements for Summative Decision Point IV listed below:

1. have completed and satisfactorily passed all coursework in professional education including specific methods and student teaching with no grade less than a 2.0 (C) and a grade-point- average of at least 2.5;

2. have completed all coursework in the major with no grade less than a 2.0 (C) and with a grade-point-average of at least 2.5;

3. have an overall grade-point-average of at least 2.5;

4. have obtained their degree with a major in the appropriate content area for being licensed to teach.

To be eligible for licensure, candidates must:

1. complete all requirements for all Decision Points above; and

2. have passed the Praxis II Content Knowledge Test (prior to 5/31/2014 or the Indiana Content Knowledge Assessment for specified content area (based on the Indiana standards).

Professional Education (36)

- EDUC-F 200 Examining Self as Teacher
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-K 205 Introduction to Exceptional Children

Candidates must be admitted to the Secondary Education Program to enroll in any of the professional education blocks below (passing scores for all Praxis I tests, prior to 5/31/2014 or CASA or other state approved alternatives based on Indiana Required Standards)

First Block

- EDUC-P 312 Learning: Theory into Practice
- EDUC-P 313 Adolescents in a Learning Community

Second Block

- EDUC-F 401 Topical Explorations in Education
- EDUC-M 314 General Methods for Sr/Jr/Middle School Teachers

Third Block

- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 441 **OR** EDUC-M 446 **OR** EDUC-M 452 **OR** EDUC-M 457 **OR** EDUC-S 490 Methods of Teaching Senior/Junior High Content

Fourth Block

- EDUC-M 480 Student Teaching in Secondary Schools
- EDUC-F 401 Topical Exploration in Education

Special Education

Contact Information
Education Office: (812) 941-2385
Website: https://www.ius.edu/education/

Academics
Undergraduate Degrees

- Bachelor of Science - Special Education
- Bachelor of Science - Dual Major Elementary & Special Education

Program Information
- Program Description
- Student Learning Goals
- Program Structure
- Degree/Certificate Requirements
- Degree Program Admission Requirements
- Performance Level Requirements

Special Education (Bachelor of Science in Education)

Course work leading to the B.S. in Special Education has two components:

1. **General Education -** These requirements meet the campus-wide general education requirements.
2. **Professional and Pedagogical Studies -** Students complete courses and experiences leading to successful demonstration of what special educators need to know and be able to do.

General Education Component

Careful selection and completion of 30 credit hours of courses may allow double counting within General Education and requirements for the Special Education major. Courses within General Education marked with (M) or an approved alternative can be counted for the major and General Education.

Information Literacy/FYS (1 cr.)

- COAS-S 104 First Year Seminar

Written Communication (6 crs.)

- ENG-W 131 Elementary Composition (M)

One of the following:

- ENG-W 234 Technical Report Writing
- ENG-W 250 Writing in Context
- ENG-W 270 Argumentative Writing
- ENG-W 290 Writing in Arts & Sciences (M)

Speaking & Listening (3 crs.)

- COMM-S 121 Public Speaking (M)

Quantitative Reasoning (3 crs.)

- MATH-T 101 Mathematics for Elementary Teachers I (M)

Scientific Ways of Knowing (5 crs. with lab)

- BIOL-L 100 Humans and the Biological World **OR**
- CHEM-C 101/121 Elementary Chemistry + Lab **OR**
- CHEM-C 104 Physical Science & Society (M)

Social & Behavioral Ways of Knowing (6 crs.)

One of the following:

- POLS-Y 103 Introduction to American Politics
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations (M)

One of the following:

- HIST-H 105 American History I
- HIST-H 106 American History II
- GEOG-G 110 Introduction to Human Geography (M)

(NOTE: Cannot use G110 & G201; only 1 allowed)

Humanistic & Artistic Ways of Knowing (3 crs.)

One of the following:

- FINA-F 100 Fundamental Studio
- FINA-H 100 Introduction to Art History and Visual Culture
- FINA-N 110 Introduction to Studio Art for Non Majors
- MUS-E 241 Introduction to Music Fundamentals
- MUS-M 174 Music for the Listener
- THTR-T 105 Theatre Appreciation
- THTR-T 120 Acting

Reasoning About Ethical Issues or Diversity (3 crs.)

One of the following:

- SOC-S 163 Social Problems
- GEOG-G 201 World Regional Geography*

*(NOTE: Cannot use G110 & G201; only 1 allowed)

Program Requirements

- MATH-T 102 Mathematics for Elementary Teachers II
- MATH-T 103 Mathematics for Elementary Teachers III

One of the following (Different Discipline than used for Scientific Ways of Knowing):

- BIOL-L 100 Humans & the Biological World
- CHEM-C 101 Elementary Chemistry
- AST-A 100 The Solar System
- GEOG-G 107 Physical Systems of the Environment

One of the following:

- PHIL-P 100 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

One of the following:

- ENG-L 101 Western World Masterpieces I
- ENG-L 102 Western World Masterpieces II
- ENG-L 104 Introduction to Fiction
- ENG-L 106 Introduction to Poetry
- HUMA-U 101 Introduction to Humanities

- HUMA-U 102 Introduction to Modern Humanities

Major Requirements

Exploration & Technology Area (6 credit hours)

- EDUC-F 200 Examining Self as Teacher
- EDUC-W 200 Using Computers in Education

Block 1 Child as Learner (17 credit hours)

- EDUC-K 339 Methods of Teaching Language Arts
- EDUC-P 250 General Educational Psychology
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 200 Introductory Practicum in Special Education
- EDUC-M 101 Elementary Education Block 1 Clinical
- EDUC-F 401 Child as Learner Seminar 1
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-K 490 Research in Special Education Topic: TBI

Block 2 The Literate Child (16 credit hours)

- EDUC-K 370 Introduction to Language and Learning Disorders
- EDUC-E 325 Social Studies in the Elementary School
- EDUC-E 343 Mathematics in the Elementary School
- EDUC-K 490 Research in Special Education Topic: Autism Spectrum Disorder
- EDUC-K 495 Lab/Field Experience in Special Education VT: Block 2
- And 1 of the following:
- EDUC-K 344 Education of the Socially & Emotionally Disturbed 2
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child

Block 3 Specific Methods (15 credit hours)

- EDUC-E 341 Methods of Teaching Reading II
- EDUC-E 328 Science in the Elementary Schools
- EDUC-N 443 Teaching Elem. School Math Problem Solving
- EDUC-K 495 Lab/Field Experience in Special Education VT: Block 3
- EDUC-P 313 Adolescents in a Learning Community

  And 1 of the following:

- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 344 Education of the Socially & Emotionally Disturbed 2

Summer Block (6 credit hours)

- EDUC-K 453 Management of Academic and Social Behavior
- EDUC-K 352 Education of Students with Learning Disorders

Block 4 Student Teaching (12 credit hours)

- EDUC-K 480 Student Teaching in Special Education
- EDUC-K 362

*grade of 'B-' or higher required for each course upon completion unless otherwise stipulated as 'S'

Electives

Complete enough open electives as needed to reach the minimum 120 credit hour requirement.

Minor in English as a New Language/ English as a Second Language

The ENL/ESL program prepares students of any major with the skills needed to meet the growing demand for ENL/ESL teachers in Indiana, Kentucky and the world. You do not have to speak another language to teach English. The minor provides students with an understanding of:

- Components of language and principles of language acquisition and development
- Culture as a component of effective instruction
- Issues related to equitable and appropriate content and language assessment for language learners
- Individual differentiation options for all students

Requirements:

- All Courses are 3 credit hours, unless otherwise noted
- Minimum grade of "B" for each course

Complete the following courses:

- EDUC-L 441 Bilingual Education: Introduction
- EDUC-X 470 Psycholinguistics for Teachers of Reading
- EDUC-L 403 Assessment Literacy for Cultural and Linguistic Diversity
- EDUC-L 436 Methods and Materials for Teaching ESL
- EDUC-M 425/480* Student Teaching-ENL/ESL

*For Education majors, the minor/concentration leads to a teaching license in addition to their main licensing area. This requires the addition of EDUC-M425/480 student teaching with ENL/ESL students and passing the state licensure exam.

Graduate Study in Education

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.

Find information on the School of Education web site regarding the following:

Degrees and Programs

Licensing Information

Admissions for Non-Degree-Seeking Applicants

Financial Aid

Graduate Advising at IU Southeast

Elementary Education Program Information

Program Description

The IU Southeast School of Education offers an Elementary Education program (EEP) leading to the B.S. in Elementary Education. It prepares candidates for the Indiana teaching license for Elementary Generalist (Kindergarten through Grade 6), and Kentucky teaching license for Elementary School (Primary through Grade 5). Candidates who pursue a major in Elementary Education are prepared to teach effectively in language arts, mathematics, science, and social studies.

There are 120 credit hours in the EEP, including the following four components:

1. General Education Courses—These courses meet the campus-wide general education requirements.
2. Pre-Elementary Education Courses—These courses prepare students to take elementary education courses.
3. Concentration Courses - These courses prepare students to master content knowledge.
4. Elementary Education Courses - These courses prepare students to teach in elementary schools.

Application Process

All candidates applying for admission to the elementary education undergraduate program must complete the application for admission. Applications must be submitted to the School of Education main office (HH00200) by December 1 for spring semester cohort and by August 1 for fall semester cohort. Applicants will receive formal letters notifying of their admission status.

Program Admission Requirements

To apply for admission to the Elementary Education undergraduate program, students must meet the following criteria:

1. An overall GPA 2.5 or better.
2. A GPA 2.5 or better in each Content area (Language Arts, Math, Social Studies, Science).
3. All General Education courses (except COAS-S 104), Pre-Elementary Education courses, and Concentration courses must have C or better.
4. Completed SPCH-S 121, MATH-T 101, EDUC-F 201, EDUC-F 202.

5. Completed Language Arts content courses (ENG-W 131, ENG-W 250, ENG-L 101 or ENG-L 102).
6. Including current enrollment, candidates have at least 55 credit hours towards their General Education courses, Pre-Elementary Education courses, and Concentration courses.
7. Have a 24 on the ACT (without writing) or 1100 on the SAT (without writing) or Praxis I scores of Math 175, Reading 176, and Writing 172 or a combined score of 527 (taken prior to August 31, 2013) or CASA scores of Math 220, Reading 220, and Writing 220.

Student Learning Goals

Candidates majoring in elementary education are expected to be professionals at all times and demonstrate a commitment to the development of the whole child. Content and pedagogical knowledge expected of candidates is articulated through the InTASC standards. These standards are:

1. Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their

connections, and to build skills to apply knowledge in meaningful ways.

9. Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Progression Requirements

Applicants will be accepted into the Elementary Undergraduate Program in cohorts and will progress through the program together. Candidates who do not move through subsequent method blocks with their original cohort may only enter a later cohort if space permits.

For a bachelor's degree in elementary education, students must satisfy all general rules for undergraduate education programs, rules for admission to the program, requirements for remaining in good standing, criteria for admission to student teaching, and eligibility for a degree described in the undergraduate general information section of the "School of Education" portion of this bulletin.

Degree completion is contingent upon students passing four summative decision points. The first decision point is at application. The second decision point is at the beginning of block 2 of the program. The third is application to student teach. The fourth decision point is at the end of student teaching and degree completion. At each summative decision point, candidates are formally evaluated on specific criteria and a decision is made regarding each student's status in the program. A candidate's continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted.

1. An overall GPA 2.5 or better.
2. Each Elementary Education course must have C or better and a Satisfactory grade.
3. To complete each block and graduate from the program, students must have passed the dispositional standards, summative decision points, and exit interviews.
4. To begin Block 2, students must have completed all courses in Block 1, Social Studies content courses (POLS-Y 103, HIST-H 105 or HIST-H 106, GEOG-G 201), and Math content courses (MATH-T 102, MATH-T 103).
5. To begin Block 3, students must have completed all courses in Block 2, and Science content courses (CHEM-C 104, BIOL-L 100, GEOG-G 107).
6. To begin Block 4, students must have completed all course work.

7. Students who student teach in Spring are required to complete an 8-day classroom experience at the beginning of the elementary school year in Fall.

Special Note for Transfer Students

If you are a student who have completed the State General Education Transfer Core, you must still have to complete the following courses if they are not a part of your General Education curriculum because they are also required for admission to the Elementary Education program. Each course must have C or better.

1. SPCH-S121
2. ENG-W131
3. 2^n Writing Course
4. MATH-T101
5. CHEM-C104
6. POLS-Y103
7. HIST-H105 **or** HIST-H106
8. ENG-L101 **or** ENG-L102
9. GEOG-G201

Special Education Program Information
Program Description
Candidates for the Bachelor of Science in Special Education should first review "General Requirements for Undergraduate Degrees at IUS."

The bachelor's degree in special education leads to an Indiana license to teach students with disabilities, grades P-12. This special education license is in the area of Mild Intervention. Guided experiences with a wide range of children and youth and master special educators are the foundation of the program. Students have multiple and varied experiences in schools.

There are four major summative decision points for the Special Education Program. The first decision point is admission to the program. The second decision point is at the beginning of Block 2. The third is permission to student teach. The fourth decision point is at the end of student teaching and degree completion. At each summative decision point, candidates are formally evaluated on specific criteria and a decision is made regarding each student's status in the program. A candidate's continuation status may be reevaluated at points other than summative decision points.

Student Learning Goals

Candidates majoring in special education are expected to commit to demonstrating three broad program outcomes: (a) understanding their students' needs and contexts, (b) collaboratively planning and implementing effective learning experiences, and (c) continuously assessing the effects of their professional choices. What Special Educators should know and be able to do is expressed in the standards for the Council for Exceptional Children:

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Difference
4. Instructional Strategies
5. Learning Environments and Social Interactions

6. Language
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

Details of those standards, as well as the developmental and content standards for Exceptional Needs: Mild Intervention can be found in the program's handbook.

Program Structure

Course work leading to the B.S. in Special Education has two components:

1. **General Education -** These requirements meet the campus-wide general education requirements.
2. **Professional and Pedagogical Studies -** Students complete courses and experiences leading to successful demonstration of what special educators need to know and be able to do.

Degree/Certificate Requirements

For a bachelor's degree in special education, students must satisfy all general rules for undergraduate education programs, rules for admission to the program, requirements for remaining in good standing, criteria for admission to student teaching, and eligibility for a degree described in the undergraduate general information section of the "School of Education" portion of this bulletin. Degree completion is contingent upon students passing four summative decision points. Information about decision points can be found on the program Web site. Completion of the degree, faculty recommendation, and passage of state-mandated tests are needed to apply for an Indiana all-grade (P-12) license in Mild Intervention or a Kentucky Learning and Behavior Disorders license for Kentucky. NOTE: To be apprised of changes in licensure rules for both states, seek regular advisement from the program coordinator and School of Education.

Degree Program Admission Requirements

Students seeking admission must meet the following requirements for admission:

1. An overall GPA 2.5 or better.
2. A GPA 2.5 or better in each Content area (Language arts, math, social studies, science).
3. All General Education courses (except COAS-S 104) and all Additional Program Requirement Courses must have grades of C or better.
4. All Education courses must have grades of B- or better.
5. Completed MATH-T 101 and EDUC-F 200.
6. Completed Language Arts conten courses (SPCH-S 121, ENG-W 131, 2nd Writing, Literature or Humanities).
7. Including current enrollment, candidates have a least 51 credit hours towards their General Education courses, Pre-Special Education courses and Additional Program Requirement Courses.
8. Have a 24 on the ACT (without writing) or 1100 SAT (without writing) or Praxis I scores of Math 175, Reading 176, and writing 175 or a combined score of

527 (taken prior to August 31, 2013) or CASA scores of Math 220, Reading 220, and Writing 220.

A total maximum of 50 Special Education and Elementary Education candidates will be admitted to the cohort each semester. If more than 50 applicants meet the minimum criteria for admission, student acceptance will be determined based on a point system which is described on the program's website.

All admitted students are in a conditional status until all grades are posted and a 2.5 minimum GPA is verified for the semester prior to starting Block 1. If a student is initially admitted to the cohort as a Special Education major and subsequently changes to Elementary Education, she/he will be held to all requirements for the Elementary Education program.

Performance-Level Requirements

In order to complete the degree, special education majors must:

1. pass the First-Year Seminar and complete the degree with at least a 2.5 GPA;
2. earn a grade of B- or higher in all specialty area content courses;
3. have a grade of C or higher in each Education course;
4. have a Satisfactory in all courses graded S/F;
5. have no less than a 2.5 GPA in the required mathematics courses (each with a grade of C or higher), the communication cluster (i.e., S 121, W 131, and second writing course) and each general education group (i.e., Arts and Letters, Social Science, and Natural Science); and
6. pass all four summative decision points.

School of Natural Sciences

School of Natural Sciences

Dean: Dr. Elaine Haub
Campus Office: LF 258
Telephone:(812) 941-2283
Fax: (812) 941-2637
https://www.ius.edu/natural-sciences/

Programs

- Actuarial Science
- Allied Health
- Applied Statistics
- Biology
- Chemistry
- Computer Science
- Data Science
- Geosciences
- Informatics
- Mathematics
- Pre-Professional
- Physics
- Sustainability

School Information

- Mission Statement
- General Requirements

Mission Statement

To provide an excellent science, mathematics, and computing education through teaching, scholarship and service.

The mission is supported by:

- dedicated faculty who emphasize excellent teaching to enhance student learning;
- effective mentoring for our students so they can better achieve their full potential;
- ongoing research or creative scholarship efforts that expose our students and others to the exciting world of discovery;
- delivering the benefits of analytical, communication, problem solving, and critical thinking skills that are necessary for life-long learning to students;
- assuming the role of regional science, mathematical, and computing leadership through university service efforts, technical assistance to local schools, organizations, and businesses; the visiting scientist series; continuing education; and many other service-related contributions;
- fostering an educational environment and support services where students with a wide range of abilities can receive training and become proficient in science, mathematics, and computing;
- stimulating academic surroundings for traditional and non-traditional students that extend beyond the campus to encompass the entire region.

General Requirements of the School of Natural Sciences

Admission Requirements

To be fully admitted into any of the degree granting programs offered by the School of Natural Sciences, students must complete the following:

- Completion of student undergraduate program hours of 12 or more.
- Student undergraduate program GPA of 2.0 or more.
- Completion of ENG-W 131 with a C or better.
- Completion of the First Year Seminar (FYS).
- Completion of at least one introductory course in the major chosen by the student with a C or better.

Any student that has been fully admitted into a degree granting program may have the opportunity to participate in research. Students that wish to enroll in research must request permission from a faculty sponsor and enroll in an Independent Study Course in their major or in the following course:

NATS-R 300 - Research in the Sciences (0-3 cr) P: Written consent of faculty sponsor. Provides opportunity for students who want to participate in research to do so and students who received research fellowships to finish their work when their fellowship runs out.

Minimum Grade Requirements

The chart below outlines the minimum grade requirements for all degrees, certificates, and minors granted by the School of Natural Sciences. Some degrees may have higher requirements. See specific disciplines for details.

- General Education- Passing grade (Note: ENG-W 131 requires a grade of C or better)
- Discipline Core- (outside of Natural Science) C
- NSCI Discipline Core- C
- Discipline Core Electives- C
- General Electives- Passing grade

Note: Courses taken to satisfy more than one of the categories described above must meet the minimum grade requirement for both categories.

Credit Hour & Residency Requirement (Bachelor's Degrees)

Like all Baccalaureate degrees offered by IU Southeast, the School of Natural Sciences requires a minimum of 120 credit hours and a minimum of 30 credit hours of upper-level coursework (300-level or above). No more than 64 credit hours earned in accredited junior/community colleges may be applied toward a Baccalaureate degree.

The University Bachelor's Degree Residency Requirement dictates that students must complete no less than 26 credit hours at IU Southeast during their senior year and no less than 10 credit hours of coursework in the major field of study. In addition to this University Residency Requirement, the School of Natural Sciences requires that students complete the capstone course/requirement at IUS. Students may also be required to meet the program specific residency requirements (where applicable) as outlined in this Bulletin under each specific program.

Residency Requirement (Certificate Programs)

The University Certificate Program Residency Requirement dictates that a minimum of 50% of the required credit hours for a Certificate Program must be completed in residence at IU Southeast. In general, the School of Natural Sciences enforces this university residency requirement with no additions; however, students may be required to meet the program specific residency requirements (where applicable) as outlined in the Bulletin under each specific program.

Bachelor of Science in Actuarial Science - Online Collaborative

Degree Requirements

Students receiving the Bachelor of Science in Actuarial Science must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Mathematics Core (31 cr.)
- Actuarial Science Core (9 cr.)
- Programming/Computer Science Core (6 cr.)
- Business and Economics Core (15 cr.)
- 400/500 Actuarial Science Electives (15 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Mathematics Core (31 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III
- MATH-M 447 Mathematical Models/Applications 1
- MATH-M 448 Mathematical Models/Applications 2
- Complete one of the following courses:
  - MATH-M 301 Linear Algebra and Application
  - MATH-M 303 Linear Algebra for Undergrad

- Complete one of the following courses:
  - MATH-M 360 Elements of Probability
  - MATH-M 463 Introduction to Probability Theory I

- Complete one of the following courses:
  - MATH-M 366 Elements of Statistical Inference
  - MATH-M 466 Introduction to Mathematical Statistics
  - STAT-S 420 Introduction to Statistical Theory

- Complete one of the following courses:
  - MATH-M 313 Elementary Difference Equations with Application
  - MATH-M 343 Introduction to Differential Equations with Application I

Actuarial Science Core (9 cr.)

- MATH-M 320 Theory of Interest
- MATH-M 445 Probability Theory Risk Mangement
- MATH-M 446 Financial Mathematics

Programming/Computer Science Core (6 cr.)

- CSCI-A 201 Introduction to Programming I
- MATH-M 367 Introduction Statistics Programming in R

Business and Economics Core (15 cr.)

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduciton to Macroeconmics
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 301 Financial Mangement

Actuarial Electives (15 cr.)

- Complete five of the following courses:
  - MATH-M 451 Financial Mathematics
  - MATH-M 485 Life Contingencies I
  - STAT-S 352 Data Modeling and Inference
  - STAT-S 431 Applied Linear Models I
  - STAT-S 432 Applied Linear Models II
  - STAT-S 450 Time Series Analysis

Allied Health

Indiana University Southeast offers a number of degrees and degree tracks in chemistry and biochemistry. These degrees can serve as the foundation for further graduate and professional training as well as preparing a person for entry into the workforce. The Bachelor of Science degrees are approved by the American Chemical Society. For more information about the chemistry program, contact the School of Natural Sciences.

Contact Information
Natural Sciences Office: (812) 941-2284
Website: https:www.ius.edu/natural-sciences/programs/allied-health

Academics
Undergraduate Degrees

- Bachelor of Science in Health Information Management
- Bachelor of Science in Clinical Laboratory Sciences

Undergraduate Certificates

- Coding Technology
- Healthcare Documentation

Pre-Professional & Pre-Allied Health
Pre-Professional Science Curriculum

Admission to professional schools is very competitive. Most programs expect applicants to have a four-year degree. IU Southeast School of Natural Science Advisors can assist students in determining an appropriate Pre-Professional plan of study. After meeting with a School of Natural Science Advisor, students are encouraged to contact the professional school(s) in which they plan to apply to verify prerequisite coursework. School of Natural Science Advisors will help students prepare for the admission process and may also suggest alternate pathways to rewarding careers should the desired professional school application be unsuccessful. Below is a list of some of the Professional Programs for which prerequisite coursework can be completed through several degrees in the School of Natural Sciences at IU Southeast.

- Pre-Medicine
- Pre-Dentistry
- Pre-Physician Assistant
- Pre-Optometry
- Pre-Veterinary
- Pre-Occupational Therapy
- Pre-Physical Therapy
- Pre-Pharmacy

*Note: This is not an exhaustive list. Students expecting to apply to a Professional Program should contact the School of Natural Sciences at (812) 941-2184 to schedule an advising appointment. It is suggested that students also meet with an appropriate Faculty Advisor (see contact information below):

- Dr. Michelle Zimmerman (Pre-Allied Health & Pre-Pharmacy)
  - micrzimm@ius.edu

- Dr. Kent Edwards (Pre-Med and General Pre-Professional)
  - kedmonds@ius.edu

- Dr. Jan Fleischer (Pre-Med and General Pre-Professional)

- jmfleisc@ius.edu
- Dr. Gretchen Kirchner (Pre-Vet)
  - gkirchne@ius.edu

Pre-Allied Health Curriculum

Students interested in one of the allied health science degrees can take courses toward those degrees at IU Southeast. Students generally can take one to three years at IU Southeast and then must complete their degrees at another institution, such as the Indiana University Medical Center at Indianapolis.

Any student who is interested in allied health science programs should see a School of Natural Sciences Advisor for the most current information about the availability of courses and programs and the requirements for completing degrees.

The following are some of the Allied Health Programs which students may begin at IU Southeast:

- Cytotechnology
- Dental Hygiene
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Respiratory Therapy

Pre-Pharmacy

In cooperation with the Sullivan University College of Pharmacy, the School of Natural Sciences at Indiana University Southeast offers the first phase of a two-phase program, which leads to a Doctor of Pharmacy degree. The first phase, which is offered at IU Southeast, is a pre-pharmacy program that prepares students to enter the second phase that constitutes the pharmacy curriculum. The student may also be able to apply their graduate classes to complete their bachelor degrees either in Biology or Chemistry. Students should be aware that entrance into Sullivan College of Pharmacy is not guaranteed. Contact a School of Natural Sciences Advisor at https://www.ius.edu/natural-sciences/ or (812) 941-2184 for additional information.

Clinical Laboratory Science/Medical Laboratory Science (Bachelor of Science)

Clinical Laboratory Science/Medical Laboratory Science is aimed at quality performance of clinical laboratory procedures on biological samples from patients. The results of these procedures provide important patient data that aid the physician in the diagnosis and treatment of disease. Medical decisions are often based upon the test results produced by the work of a Clinical Laboratory Scientist/Medical Laboratory Scientist.

The Clinical Laboratory Science/Medical Laboratory Science curriculum offered at IU Southeast is provided in partnership with Bellarmine University in Louisville, Kentucky. The degree provides a broadly based prerequisite background including specific chemistry, mathematics, and biological science requirements, as well as the opportunity to select courses from the liberal arts.
  The student takes the first two pre-professional years at IU Southeast and the remaining credits of the professional curriculum at Bellarmine University. Upon completion, the student receives an Indiana University degree. The curriculum of the Clinical Laboratory Science/Medical Laboratory Science program is fully accredited by the National Accrediting Agency for Clinical Laboratory Science.

Non–Indiana University tuition is required for the professional hours at Bellarmine University. However, this cost is not significantly different from the cost of moving and living in Indianapolis for a year combined with the in-state tuition at IUPUI. Any student who is interested in the IU Southeast Clinical Laboratory Science/Medical Laboratory Science Program should contact the School of Natural Sciences at (812) 941-2284.

Student Learning Goals

1. Establish a personal scientific knowledge base that prepares them to read, to interpret, and to utilize scientific knowledge in clinical practice.
2. Perform laboratory tests with accuracy and precision.
3. Understand and apply laboratory safety regulations and compliance measures.
4. Demonstrate appropriate ethical and professional behavior.

Clinical Lab Science BS Residency Requirement

Due to the unique nature of this degree, students pursuing the Bachelor of Science in Clinical Laboratory Science are exempt from the university and School of Natural Sciences' Residency Requirement. In order to receive the degree from IU Southeast, CLS majors must complete a minimum of 15 credit hours in Biological Sciences, including at least two courses with associated lab, in residence at IU Southeast, prior to beginning clinical curriculum at Bellarmine University.

Admission Requirements

Students are considered Pre-Cllinical Lab Science until they are successfully admitted to the Clinical Lab Science program at Bellarmine University. The allied health sciences program in medical laboratory science will consider all eligible students for admission to the integrated programs offered at Bellarmine University in Louisville. Pre-allied health students interested in the program are advised that admission into the professional program is not guaranteed. Students must apply for admission to the professional program at Bellarmine University in Louisville, Kentucky.

Applicants to the professional program are considered on their own merits without bias concerning sex, color, or creed. (Note: admission to Indiana University Southeast does not automatically admit a student into the Medical Laboratory Program at Bellarmine University.)

Bellarmine Medical Lab Science Admission Requirements

- A minimum cumulative grade point average of 2.5 on a 4.0 scale.
- A minimum science-math grade point average of 2.5 on a 4.0 scale.
- A minimum grade of a C in all required courses.
- Official transcripts for all college course work.

- An application for admissions to the Medical Laboratory Science degree program at Bellarmine University. See Bellarmine University website.
- Two letters of recommendation.
- Personal statement.
- A personal interview, if requested, by the Medical Laboratory Science Admissions Committee.

A personal interview, if requested, by the Medical Laboratory Science Admissions Committee.

General Education Component

All students pursuing the Bachelor of Science in Clinical Lab Science must complete the campus General Education Core Requirements. See *General Education Component for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education *Core* requirement. All courses are three credit hours unless otherwise noted.

- CHEM-C 105* Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126* Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lectures
- MATH-M 122* (or higher) College Algebra
- BIOL-L 101 Intro to Biological Sciences I
- BIOL-L 211 Molecular Biology
- BIOL-K 312 Immunology
- BIOL-L 312 Cell Biology
- BIOL-L 313 Cell Biology Laboratory
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- INFO-I 101 Introduction to informatics (4 cr.)
- COMM-S 122* Interpersonal Communication

ANAT-A 215 is the preferred course; however, PHSL-P 215 (5 cr.) or BIOL-L 102 (5 cr.) will satisfy the anatomy requirement if the student has pursued a degree requiring either course.

Professional Program Requirements (taken at Bellarmine University)

The last semesters of the degree plan are completed at Bellarmine University. Credit earned is posted as transfer credit on the IU Southeast transcript. See your academic advisor for a complete listing of current required courses.

Minimum Number of Credit Hours

The Clinical Laboratory Science degree at Bellarmine University is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACL). Indiana University Southeast CLS majors are required to complete the Indiana University Southeast General Education requirements (30 credits in compliance with IN State requirements). They also must complete the course and credit hours established by NAACL for this degree, including the prerequisite course work (see above) for admission to the clinical program and the required clinical courses. Because of these constraints, this program cannot be completed in 120 credit hours but can still be completed in 4 years.

Health Information Management (Bachelor of Science)

Health Information Management is a multi-disciplinary degree, which combines training in the fields of health informatics, business and health science. Students graduating with this degree will gain the skills necessary to work with health information systems and health data management, and be able to bridge the gap between clinicians and health information technology. Students will acquire the knowledge needed to become an integral component of the health information management system and master ICD-10-CM, CPT, and HCPCS II classification systems. The Health Information Management program at Indiana University Southeast is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Students pursuing this degree will be eligible to sit for the Registered Health Information Management Administrator (RHIA) certification examination. In addition, students will receive the Certificate in Medical Coding and be eligible to earn credentials in medical coding. Students have the option to sit for the Certified Coding Specialist (CCS) or Certified Coding Specialist – Physician Based (CCS-P) medical coding certification examination offered through the American Health Information Management Association (AHIMA) or to sit for the Certified Professional Coder (CPC) medical coding certification examination offered through the American Academy of Professional Coders (AAPC).

Student Learning Goals

1. Data Structure, Content, and Information Governance
2. Information Protection: Access, Disclosure, Archival, Privacy, and Security
3. Informatics, Analytics, and Data Use
4. Revenue Cycle Management
5. Health Law & Compliance
6. Organizational Management & Leadership

Degree Requirements

Students receiving the Bachelor of Science in Health Information Management degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Major requirements (87 cr.)
- Electives as needed to complete 120 total credit hours
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted
- Courses required for the major must be completed with a grade of C or higher
- A minimum of 30 credit hours at the 300- or 400-level

Major Requirements

Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

- ENG-W 231* Professional Writing Skills
- COMM-S 121* Public Speaking
- MATH-M 114* Quantitative Literacy II
- Choose one of the following
    - PSY-P 101* Introductory Psychology 1
    - PSY-P 102* Introductory Psychology 2

- BIOL-L 100 Humans and the Biological World (5 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)
- MATH-K 300 Statistical Techniques for Health Professions
- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 356 Globalization, Where We Fit In
- INFO-I 303 Organizational Informatics
- INFO-I 202 Social Informatics
- INFO-I 330 Legal and Social Informatics of Security
- INFO-I 308 Information Representation
- HIM-M 108 Introduction to Health Information Management
- AHLT-M 330 Medical Terminology
- AHLT-R 200 Pathology
- HIM-M 390 Medical Coding I
- HIM-M 391 Medical Coding II
- HIM-M 392 Physician Reimbursement
- AHLT-M 350 Medical Science for Health Information I
- HIM-M 331 Health Information Technology and Health Information Exchange
- HIM-M 318 Principles of Finance for Health Information Management
- HIM-M 302 Health Law II and Ethics
- HIM-M 313 Principles of Health Information Management
- HIM-M 314 Lab Enrichment for Principles of Health Information Management (1 cr.)
- HIM-M 329 Healthcare Data Analytics and Information Governance
- HIM-M 423 Quality and Performance Improvement in Healthcare
- HIM-M 435 Project Management for Health Information Management
- HIM-M 470 Healthcare Reimbursement System
- HIM-M 416 Principles of Management and Leadership for Health Information Management
- HIM-M 436 RHIA Exam Readiness
- HIM-M 445 HIM Practicum I

Certificate in Coding Technology

Program Description
An 18 credit hour program that trains students to code information using ICD-9-CM, CPT, and HCPCS in the health care setting. Introduction to ICD-10-CM basic coding principles also covered as part of the program as well as billing and reimbursement concepts for commercial insurance carriers, Medicare, Medicaid, Tricare, and Workers Compensation.

Student Learning Goals

1. Apply coding guidelines to selection of ICD-9-CM/ICD-10-CM, CPT, and HCPCS codes.

2. Demonstrate correlation of ICD-9-CM/ICD-10-CM codes to CPT and HCPCS code for billing and reimbursement purposes for all third party payers.
3. Apply HIPAA standards as related to confidentiality, privacy and security of the medical record.

Coding Technology Certificate Requirement

In addition to the IU Southeast Certificate Residency Requirement (minimum of 50% of total credits), students completing the Certificate in Medical Coding are required to complete the following courses in residence at IU Southeast: HIM-M 390, HIM-M 391, & HIM-M 392.

Core Program

All courses listed below require a grade of C or better.

- AHLT-C 150 Body Structure and Function **OR** AHLT-A 215 Basic Human Anatomy
- AHLT-M 195 Medical Terminology **OR** AHLT-M 330 Medical Terminology
- HIM-M 390 Medical Coding I
- HIM-M 391 Medical Coding II
- HIM-M 392 Physician Reimbursement
- AHLT-R 200 Pathology

- https://usss.iu.edu/apps/disclosures/StudentDisclosures/SE01.51.0713/51.0713-Gedt.html.

CertificateHealthcare Documentation Certificate

Program Description
An 18 credit hour program that trains students to transcribe, format, proofread, and edit medical, surgical, radiological, and pathological reports dictated by physicians and other ancillary disciplines to produce a legal medical document. Career options are in medical transcription, medical transcription editor, healthcare documentation specialist, or medical scribe.

Student Learning Goals

1. Demonstrate correct usage of both English and medical terms.
2. Utilize correct capitalization, number, punctuation, abbreviations, and symbols used in medical reports.
3. Demonstrate computer skills to format, proofread, and edit a variety of medical reports to produce a legal document.

Healthcare Documentation Certificate Residency Requirement

For students who begin the program Fall 2020 an after.

In addition to the IU Southeast Certificate Residency Requirement (minimum of 50% of total credits), students completing the Certificate in Healthcare Documentation are required to complete the following courses in residence at IU Southeast: AHLT-M 393 & or AHLT-M 394.

Core Program

All courses listed below require a grade of C or better.

- AHLT-C 150 Body Structure and Function
- AHLT-M 330 Medical Terminology
- AHLT-M 393 Healthcare Documentation

- AHLT-M 394 Healthcare Documentation Practicum
- ENG-W 131
- Complete one of the following:
    - AHLT-R 200 Pathology
    - HIM-M 302 Health Law II and Ethics
    - HIM-M 470 Healthcare Reimbursement System

Gainful Employment Disclosure for Medical Transcription Certificate - https://apps.usss.iu.edu/disclosures/plans/SE01.51.0708/Gedt.html

Bachelor of Science in Applied Statistics - Online Collaborative
Degree Requirements

Students receiving the Bachelor of Science in Actuarial Science must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Mathematics Core (22 cr.)
- Statistics and Probability Core (24 cr.)
- Programming Core (4 cr.)
- Upper-level Statistics Electives (12 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Mathematics Core (22 cr.)

- MATH-M 215 Calculus 1 (5 cr)
- MATH-M 216 Calculus II (5 cr)
- MATH-M 311 Calculus III
- MATH-M 301 or MATH-M 303 Linear Algebra
- MATH-M 447 Mathematical Models/Applications I
- MATH-M 448 Mathematical Models/Applications II

Probability and Statistics Core (24 cr.)

- Complete one of the following
    - MATH-M 466 Introduction to Mathematical Statistics
    - MATH-M 463 Introduction to Probability Theory 1
- Complete one of the following
    - MATH-M 366 Elements of Statistical Inference
    - MATH-S 420 Introduction to Statistical Theory
- MATH-M 367 Introduction to Stat Programming in R
- Complete one of the following
    - MATH-M 574 Applied Linear Regression
    - STAT-S 431 Applied Linear Modeling
- STAT-S 252 Data Modeling and Inference
- STAT-S XXX Categorical Data Analysis
- STAT-S 470 Exploratory Data Analysis

- STAT-S 475 Statistical Learning and High-Dimensional Data Analysis

Programming Core (4 cr.)

- CSCI-A 201 Introduction to Programming I (4 cr.)

Upper-Level Statistics Electives (12 cr.)

- MATH-M 562 Designing of Experiments
- STAT-S 432 Applied Linear Models II
- STAT-S XXX Statistical Survey Methods
- Complete one of the following
    - STAT-S 450 Time Series Analysis
    - MATH-M 576 Forecasting

Biology and Allied Health Sciences
Indiana University Southeast offers a number of degrees and certificate options in biology, sustainability, and allied health. These degrees and certificates can serve as the foundation for further graduate and professional education or as the prerequisites for entry into the workforce. For further information on these degrees, contact the School of Natural Sciences at (812) 941-2284, and visit the biology home page at www.ius.edu/biology.

Mission/Vision Statement

The Mission of the Biology & Allied Health Sciences program is to provide an excellent science education through teaching, scholarship, and service. Our vision is to offer a number of degrees and certificate options in biology and allied health that support student career goals and aspirations. These degrees have a long history of providing students the foundation for further graduate and professional education or as the prerequisites for entry into the workforce. For further information on these degrees, contact the School of Natural Sciences at (812) 941-2284, and visit the biology home page at www.ius.edu/biology.

Scholarships/Awards

Four scholarships are awarded each fall. All students who are declared biology or related pre-professional majors are automatically considered. Important factors are GPA, participation in the department as Lab or Research Assistants, and contribution to service on campus or the community.

Biology
Biology is the science that studies life. It is multidisciplinary because it includes many different fields, ranging from cell biology and genetics to evolution, plant science and ecology. Some careers are applied, using biological knowledge to address problems in society and industry, while others are in research, advancing knowledge to produce new solutions.

Contact Information
Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/biology/

Academics
Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Science

- Bachelor of Arts-Double Major

Undergraduate Certificates

- Environmental Science

Minors

- Biology Minor
- Microbiology Minor
- Plant Sciences Minor

Learning Outcomes
1. Students demonstrate fundamental knowledge and skills in biology.
2. Students will analyze and critique biological data.
3. Students communicate effectively about the field of biology.

Biology (Bachelor of Science)

The B.S. in Biology degree provides a stronger background in science and math than the B.A. degree and will better prepare students for research-oriented careers as professional biologists and/or fulfill the preprofessional requirements for professional degrees in Health Sciences. The degree may also serve as a terminal degree for a variety of biology professions. Courses in second semester calculus, as well as individual study in biological research, are recommended depending on the career goals. Two courses in mathematics: Calculus (MATH-M 215 or MATH-M 119) and statistics (MATH-K 300) are required; second semester calculus (MATH-M 120 or MATH-M 216) is recommended for some programs such as veterinarian medicine and pharmacy. Biology major courses may be repeated only a limited number of times including late withdrawals.

Biology BS Residency Requirement

In addition to the IU Southeast Residency Requirement for Bachelor's Degrees and the School of Natural Science Residency Requirement, students pursuing the Bachelor of Science in Biology must complete a minimum of 15 credit hours in Biological Sciences, including at least two courses with associated lab, in residence at IU Southeast.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Science in Biology degree program, students must meet the *School of Natural Science's Admission Requirements* and complete BIOL-L 101 (Introduction to Biological Science I) or BIOL-L 102 (Introduction to Biological Science II) with a grade of C or better.

General Education Component

All students pursuing the Bachelor of Science in Biology must complete the campus General Education Core Requirements. See *General Education Core for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

The program is divided into three tiers and students are expected to complete the courses with a C before they move to the next tier. Failure to do so may result in poor academic performance.

Tier 1: Biology: BIOL-L101*, BIOL-L102*, BIOL-L211, and BIOL-L317/Z318 or BIOL-L 346 or PLSC-B373 or PHSL-P416/P418 or PLSC-B370 or PHSL-P215; Chemistry: CHEM-C105*/C125*, CHEM-C106/C126.

Tier 2: Biology: BIOL-L311/L319; Organismal Diversity requirement; Chemistry CHEM-C341/C343, CHEM-C342/C344; Calculus: MATH-M 119* or MATH-M 215* & Statistics: MATH-K 300.

Tier 3: Biology: Ecology requirement, BIOL-L318, BIOL-L312, BIOL-L403, Required Upper Level elective(s) 10 or 11 credits; Chemistry: CHEM-C484 (or C485); Physics* one-year sequence.

Tier 1

- BIOL-L 101* Introduction to Biological Sciences 1
- BIOL-L 102* Introduction to Biological Sciences 2
- BIOL-L 211 Molecular Biology
- CHEM-C 105* Principles of Chemistry I
- CHEM-C 125* Principles of Chemistry I Lab
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Principles of Chemistry II Lab

Physiology and Developmental Requirement (Choose one of the following as part of Tier 1)

- BIOL-L317 Developmental Biology **AND**
- BIOL-Z 318 Developmental Biology Lab

OR

- BIOL-L 346 Survey of Molecular Developmental Biology

OR

- PLSC-B 373 Plant Growth & Development

OR

- PHSL-P 416 Comparative Animal Physiology* **AND**
- PHSL-P 418 Lab in Comparative Animal Physiology

OR

- PLSC-B 370 Plant Physiology

OR

- PHSL-P 215 Human Physiology

Tier 2

- BIOL-L 311 Genetics & BIOL-L 319 Genetics Lab

Organismal Diversity Requirement (Choose one of the following as part of Tier 2)

- PLSC-B 364 Summer Flowering Plants

OR

- MICR-M 310 Microbiology **AND** MICR-M 315 Microbiology Lab

OR

- ZOOL-Z 373 Entomology **AND** ZOOL-Z 383 Laboratory in Entomology

Tier 3

Ecology Requirement (Choose one of the following as part of Tier 3)

- BIOL-L 312 Cell Biology
- BIOL-L 403 Biology Seminar
- Any biology course(s) 300-level or above 1st Required Biology Elective
- Any biology course(s) 300-level or above 2nd Required Biology Elective

Evolution

- BIOL-L 303 Field Biology **OR** BIOL-L 343 Applied Conservation Biology **OR** BIOL-L 473 Ecology **AND** BIOL-L 474 Ecology Lab **OR** MICR-M 420 Environmental Microbiology
- BIOL-L 318 Evolution

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Biology (Bachelor of Arts)

The liberal arts track and biology core curriculum expose the student to major subject areas in biology while providing considerable flexibility for each student. For example, minimal mathematics and chemistry requirements allow students to develop minor subject areas or a second major in another science area, or in an outside field such as sociology, journalism, business or geosciences. This degree is suitable for students who may apply for admission into law school or for those who seek employment in business, environmental studies, or industry. Biology major courses may be repeated only a limited number of times including late withdrawals.

The B.A. degree will not automatically fulfill requirements for entrance into medical, dental, optometry, medical technology, other allied health programs, or most graduate school programs. Students desiring eventual admission into a professional program or laboratory-related fields should follow the B.S. in Biology degree program.

Biology BA Residency Requirement

In addition to the IU Southeast Residency Requirement for Bachelor's Degrees and the School of Natural Science Residency Requirement, students pursuing the Bachelor of Arts in Biology must complete a minimum of 15 credit hours in Biological Sciences, including at least two courses with associated lab, in residence at IU Southeast

General Education Core & BA Distribution Component

All students pursuing the Bachelor of Arts in Biology must complete the campus General Education Core Requirements. See General Education Core for all IU Southeast Baccalaureate Degrees for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in Bachelor of Arts Degree Requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

The program is divided into three tiers and students are expected to complete the courses with a C before they move to the next tier. Failure to do so may result in poor academic performance.

Tier 1: Biology BIOL-L101*, BIOL-L102*, BIOL-L211, and BIOL-L317/ZOOL-Z318 or BIOL-L 346 or PLSC-B373 or PHSL-P 416/P418 or PLSC-B370 or PHSL-P215; Chemistry: CHEM-C 101*/C121* & CHEM-C102/C122; Mathematics*: MATH-M 122, MATH-M 125, or MATH-M 126.

Tier 2: Biology BIOL-L311/L319 & Organismal Diversity requirement; Computer Literacy: CSCI-C 106.

Tier 3: Biology Ecology requirement, BIOL-L318, BIOL-L312, BIOL-L403, Required Upper Level elective(s) 10 or 11 credits.

- BIOL-L 101* Introduction to Biological Sciences 1
- BIOL-L 102* Introduction to Biological Sciences 2
- BIOL-L 211 Molecular Biology
- CHEM-C 101* Elementary Chemistry I
- CHEM-C 121* Elementary Chemistry I Lab
- CHEM-C 102* Elementary Chemistry II
- CHEM-C 122* Elementary Chemistry II Lab
- MATH-M 122* College Algebra OR MATH-M 125 Pre-Calculus OR MATH-M 126 Trigonometric Functions

Physiology and Developmental Requirement (Choose one of the following as part of Tier 1)

- BIOL-L317 Developmental Biology **AND**
- BIOL-Z 318 Developmental Biology Lab

OR

- BIOL-L 346 Survey of Molecular Developmental Biology

OR

- PLSC-B 373 Plant Growth & Development

OR

- PHSL-P 416 Comparative Animal Physiology* **AND**
- PHSL-P 418 Lab in Comparative Animal Physiology

OR

- PLSC-B 370 Plant Physiology

OR

- PHSL-P 215 Human Physiology

Tier 2

- BIOL-L 311 Genetics & BIOL-L 319 Genetics Lab

Organismal Diversity Requirement (Choose one of the following as part of Tier 2)

- PLSC-B 364 Summer Flowering Plants

OR

- MICR-M 310 Microbiology **AND** MICR-M 315 Microbiology Lab

OR

- ZOOL-Z 373 Entomology **AND** ZOOL-Z 383 Laboratory in Entomology

Tier 3

Ecology Requirement (Choose one of the following as part of Tier 3)

- BIOL-L 312 Cell Biology
- BIOL-L 403 Biology Seminar
- Any biology course(s) 300-level or above 1st Required Biology Elective
- Any biology course(s) 300-level or above 2nd Required Biology Elective

Evolution

- BIOL-L 303 Field Biology **OR** BIOL-L 343 Applied Conservation Biology **OR** BIOL-L 473 Ecology **AND** BIOL-L 474 Ecology Lab **OR** MICR-M 420 Environmental Microbiology
- BIOL-L 318 Evolution

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Biology
Minor Requirement
All courses listed below require a grade of C or better

Course requirements include at least 20 credit hours chosen from the biological science courses listed below. The 20 credit hours may include one and only one introductory biology course such as BIOL-L101, BIOL-L 102, PLSC-B 101, & ZOOL-Z 103.

- ANAT-A 464 Human Tissue Biology
- BIOL-K 312 Immunology
- BIOL-K 313 Laboratory in Immunology
- BIOL-L 211 Molecular Biology
- BIOL-L 303 Field Biology
- BIOL-L 304 Marine Biology
- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology
- BIOL-L 313 Cell Biology Laboratory
- BIOL-L 317 Developmental Biology
- BIOL-L 318 Evolution
- BIOL-L 319 Genetics Laboratory
- BIOL-L 323 Molecular Biology Laboratory
- BIOL-L 341 Natural History of Coral Reefs

- BIOL-L 346 Survey of Molecular Developmental Biology
- BIOL-L 473 Ecology
- BIOL-L 474 Laboratory in Ecology
- BIOL-Z 318 Developmental Biology Laboratory
- GEOL-G 210 Oceanography
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory
- MICR-M 350 Microbial Physiology and Biochemistry
- MICR-M 360 Microbial Physiology Laboratory
- MICR-M 420 Environmental Microbiology
- MICR-M 485 Microbial Genetics Laboratory
- PHSL-P 416 Comparative Animal Physiology
- PHSL-P 418 Lab in Comparative Animal Physiology
- PLSC-B 364 Summer Flowering Plants
- PLSC-B 370 Plant Physiology
- PLSC-B 373 Plant Growth and Development
- PLSC-B 375 Horticultural Plants: Biotechnology, Physiology and Development
- ZOOL-Z 373 Entomology
- ZOOL-Z 383 Entomology Laboratory
- ZOOL-Z 460 Ethology (Animal Behavior)
- ZOOL-Z 466 Endocrinology

Minor in Microbiology
The Minor in Microbiology degree provides an opportunity for students to supplement their major in another discipline with acknowledged course work in the biological sciences. Prerequisite requirements are usually required for upper level course work and must be fulfilled before the courses can be taken. Biology major courses may be repeated only a limited number of times including late withdrawals.

Minor Requirements
All courses listed below require a grade of C or better.

Course requirements include at least 20 credit hours of either lecture or lab courses in the biological sciences. The 20 credit hours may include no more than one introductory biology course such as BIOL-L 102, PLSC-B 101, or ZOOL-Z 103.

Introductory Course Options (may select 1 course)

- BIOL-L 102 Introduction to Biological Sciences 2
- PLSC-B 101 Plant Biology
- ZOOL-Z 103 Animal Biology Lectures & Lab

Minor Specific Course Options

- BIOL-K 312 Immunology
- BIOL-L 319 Genetics Laboratory
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory
- MICR-M 420 Environmental Microbiology
- BIOL-L 312 Cell Biology
- BIOL-L 313 Cell Biology Laboratory

Minor in Plant Sciences
The Minor in Plant Sciences provides an opportunity for students to supplement their major in another discipline with acknowledged course work in the plant sciences. Biology major courses may be repeated only a limited number of times including late withdrawals.

Minor Requirements

All courses listed below require a grade of C or better.

Course requirements include at least 15 credit hours of either lecture or lab courses in the plant sciences. The 15 credit hours may include no more than one introductory biology course such as BIOL-L 102 or PLSC-B 101.

Introductory Course Options (may select 1 course)

- BIOL-L 102 Introduction to Biological Sciences 2
- PLSC-B 101 Plant Biology

Minor Specific Course Options

- PLSC-B 373 Plant Growth & Development
- PLSC-B 375 Horticulture Plants
- PLSC-B 370 Plant Physiology Lecture & Lab
- PLSC-B 364 Summer Flowering Plants

Biology and Chemistry (Bachelor of Arts)

This program is designed for students who desire to have a solid background in both chemistry and biology. This is especially recommended for individuals who plan to enter medical, dental, optometry, or other allied-medical schools.

Student Learning Goals

Upon completing the BA in Biology & Chemistry, students will...

1. have a broad understanding of chemistry & biology.
2. be able to analyze and critique biological data.
3. be able to evaluate and synthesize biological information from multiple sources.
4. demonstrate a broad range of biological skills.
5. present scientific work orally.
6. present scientific work in writing.
7. have applied knowledge in the fundamental areas of chemistry.
8. have applied laboratory knowledge and hands-on skills.
9. have written legible and complete experimental records.

Biology & Chemistry BA Residency Requirement

In addition to the IU Southeast Residency Requirement for Bachelor's Degrees and the School of Natural Science Residency Requirement, students pursuing the Bachelor of Arts in Biology & Chemistry must complete a minimum of 15 credit hours in Biological Sciences, including at least two courses with associated lab, as well as 15 credit hours in Chemistry, in residence at IU Southeast.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Arts in Biology & Chemistry degree program, students must meet the School of Natural Science's admission requirements and complete BIOL-L 101 (Introduction to Biological Science I), CHEM-C 105 (Principles of Chemistry I), & CHEM-C 125 (Experimental Chemistry I) all with grades of C or better.

General Education & BA Distribution Components

All students pursuing the Bachelor of Arts in Biology & Chemistry must complete the campus General Education Core Requirements. *See General Education Component for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in the Bachelor of Arts Degree Requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

Technical Writing Requirement

- ENG-W 234* Technical Report Writing

Physics and Mathematics Requirements

- MATH-M 215* Calculus I
- MATH-M 216 Calculus II
- PHYS-P 201 General Physics: Mechanics, Heat, and Sound **OR** PHYS-P 221* Physics I
- PHYS-P 202 General Physics: Electricity, Magnetism, Light & Nuclear Physics **OR** PHYS-P 222 Physics II

Major Specific Requirements

Dept. Course Number Title Credit Hours Minimum Grade

- CHEM-C 105* Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125* Experimental Chemistry I
- CHEM-C 126 Experimental Chemistry II
- CHEM-C 341 Organic Chemistry I Lecture
- CHEM-C 342 Organic Chemistry II Lecture
- CHEM-C 343 Organic Chemistry I Laboratory
- CHEM-C 344 Organic Chemistry II Laboratory
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 315 Chemical Measurements Lab I
- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 484 Biomolecules and Catabolism
- BIOL-L 101* Introduction to Biological Sciences I
- BIOL-L 102* Introduction to Biological Sciences II
- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- BIOL-L 319 Genetics Laboratory
- BIOL-L 312 Cell Biology

Developmental Requirement (Select one option below)

- BIOL-L 317 Developmental Biology **AND** BIOL-Z 318 Developmental Biology Lab
- BIOL-L 346 Molecular Developmental Biology 3/2 C
- PLSC-B 373 Plant Growth & Development 5 C
- PLSC-B 375 Horticultural Plants (with coordinator permission) 5 C

Physiology Requirement (Select one option below)

- PLSC-B 370 Plant Physiology
- PHSL-P 416 Comparative Animal Physiology **AND** PHSL-P 418 Comparative Animal Physiology Lab

Capstone Courses

- CHEM-C 301 Chemistry Seminar **OR** CHEM-C 302 Chemistry Seminar
- BIOL-L 403 Biology Seminar

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Chemistry

Indiana University Southeast offers a number of degrees and degree tracks in chemistry and biochemistry. These degrees can serve as the foundation for further graduate and professional training as well as preparing a person for entry into the workforce. The Bachelor of Science degrees are approved by the American Chemical Society. For more information about the chemistry program, contact the School of Natural Sciences.

Contact Information
Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/chemistry/

Academics
Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Arts - Double Major (Biology and Chemistry)
- Bachelor of Science

Undergraduate Certificates

- Environmental Science Certificate
- Sustainability Certificate

Minors

- Chemistry Minor
- Envirnomental Chemistry Minor
- Sustainability Minor

Program Information
Mission/Vision Statement

The Chemistry Program at IU Southeast is committed to providing a complete quality undergraduate education necessary for chemistry majors to be competitive in the job market and to succeed in graduate/professional schools. The program is dedicated to offering quality courses to meet the needs of nursing, education, and other majors.

Scholarships/Awards

Students entering the university in pursuit of a chemistry degree complete for the four year renewable Malcom Kochert Scholarship for Physical Sciences. Three chemistry scholarships (Rand, Roy Goode, & Brian Hill) are available for chemistry juniors and seniors.

Learning Goals

1. Chemistry majors will gain knowledge in specific areas of chemistry, as measured against national norms.
2. Chemistry majors will demonstrate hands-on skills in the laboratory.
3. Chemistry majors will be able to communicate chemistry effectively.
4. Chemistry BS majors will participate in original research.

Chemistry (Bachelor of Science)

The Bachelor of Science degrees are approved by the American Chemical Society. These degrees are especially recommended for students who plan to pursue graduate studies in chemical sciences, including analytical, biological, inorganic, organic, medicinal, pharmaceutical, polymer, and physical chemistry, as well as those who are interested in pursuing advanced degrees in medicine, pharmacy, and dentistry. Students completing this program will receive a certificate from the American Chemical Society.

Chemistry

Degree Requirements

Students receiving the Bachelor of Science in Chemistry must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Chemistry Core (71 cr.)
- Track (19 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Chemistry Core (71 cr.)

Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

- ENG-W 234 Technical Report Writing
- BIOL-L 101* Intro to Biological Sciences I (5 cr.)
- MATH-M 215* Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III
- PHYS-P 221* Physics I (5 cr.)
- PHYS-P 222 Physics II (5 cr.)
- CHEM-C 105* Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125* Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lecture
- CHEM-C 342 Organic Chemistry II Lecture
- CHEM-C 343 Organic Chemistry I Lab (2 cr.)
- CHEM-C 344 Organic Chemistry II Lab (2 cr.)
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 315 Chemical Measurements Lab I
- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 362 Physical Chemistry of Molecules
- CHEM-C 364 Introduction of Basic Measurements

- CHEM-C 409 Chemical Research
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 470 Polymer Chemistry
- CHEM-C 484 Biomolecules and Catabolism
- Complete one of the following as a Capstone
  - CHEM-C 301 Chemistry Seminar I (1 cr.)
  - CHEM-C 302 Chemistry Seminar II (1 cr.)

Track (19 cr.)

Students must complete one of the following tracks: Traditional, or Biochemistry

Chemistry BS - Traditional Track

In addition to the Core Program Requirements stated above, students pursuing the Chemistry BS - Traditional Track must complete the Science Elective Requirement by selecting a minimum of 19 credit hours from the subjects listed below.

- Allied Health (AHLT – 200-level or above)
- Anatomy (ANAT – 200-level or above)
- Astronomy (AST – 200-level or above)
- Biology (BIOL 200-level or above)
- Chemistry (CHEM - 200-level or above & outside of major requirements)
- Computer Science (CSCI - 200-level or above)
- Physical Geography (GEOG - 100-level or above)
- Geology (GEOL - 100-level or above)
- Mathematics (MATH - 200-level or above & outside of major requirements)
- Microbiology (MICR - 200-level or above)
- Physiology (PHSL - 200-level or above)
- Physics (PHYS - 200-level or above & outside of requirements)
- Plant Sciences (PLSC - 200-level or above)
- Zoology (ZOOL - 200-level or above)

Chemistry BS - Biochemistry Track

In addition to the Core Program Requirements stated above, students pursuing the Chemistry BS - Biochemistry Track must complete the Biochemistry Track Requirements listed below.

- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- BIOL-L 211 Molecular Biology
- CHEM-C 485 Biosynthesis and Physiology
- CHEM-C 486 Biochemistry Laboratory (2 cr.)
- Complete 6 credits from the following list:
  - Allied Health (AHLT - 200 level or above)
  - Anatomy (ANAT - 200 level or above)
  - Biology (BIOL - 200-level or above & outside of major requirements)
  - Chemistry (CHEM - 200-level or above & outside of major requirements)
  - Computer Science (CSCI - 200-level or above)
  - Physical Geography (GEOG - 100-level or above)
  - Geology (GEOL - 100-level or above)
  - Mathematics (MATH - 200-level or above & outside of major requirements)

- Microbiology (MICR - 200-level or above)
- Physiology (PHSL - 200-level or above)
- Physics (PHYS - 200-level or above & outside of requirements)
- Plant Sciences (PLSC - 200-level or above)
- Zoology (ZOOL - 200-level or above)

Chemistry (Bachelor of Arts)

This degree is recommended for those students wanting to go to pre-professional schools or those interested in working in chemical industries.

Chemistry

The Business Management track is recommended for students who plan to pursue careers in industry, government, law, sales or other areas where business and administrative skills could enhance success in the field. It could also provide the basis for further studies in either the field of chemistry or business. Graduates of this program will have a seamless transition in the business of science and will have completed the required courses for entry into the MBA program.

The Biochemistry track is recommended for those students wanting to go on to medical, dental, pharmacy and other health-related pre-professional occupations, and those interested in working in chemical industries with emphasis in biotechnology and pharmaceutics, which would require a strong background in biochemistry.

General Education & BA Distribution Component

All students pursuing the Bachelor of Arts in Chemistry must complete the campus General Education Core Requirements. See General Education Component for all IU Southeast Baccalaureate Degrees for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in Bachelor of Arts Degree Requirements.

Core Program (for all Chemistry BA Tracks)

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

Technical Writing

- ENG-W 234* Technical Report Writing

Core Chemistry

- CHEM-C 105* Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125* Experimental Chemistry I
- CHEM-C 126 Experimental Chemistry II
- CHEM-C 341 Organic Chemistry 1 Lectures
- CHEM-C 342 Organic Chemistry 2 Lectures
- CHEM-C 343 Organic Chemistry Laboratory 1
- CHEM-C 344 Organic Chemistry Laboratory 2

Capstone

CHEM-C 301 Chemistry Seminar 1 **OR** CHEM-C 302 Chemistry Seminar 2

Chemistry BA - Traditional Track

In addition to the Core Program Requirements stated above, students pursuing the Traditional Track must complete the Traditional Track Requirements listed below. All courses taken to satisfy the Traditional Track Requirements require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

- BIOL-L 100 Humans and the Biological World * **OR** BIOL-L 101 Introduction to Biological Sciences I **OR** BIOL-L 102 Introduction to Biological Sciences II
- MATH-M 215* Calculus I
- MATH-M 216 Calculus II
- PHYS-P 201* General Physics 1 **OR** PHYS-P 221 Physics 1
- PHYS-P 202 General Physics 2 **OR** PHYS-P 222 Physics 2
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 315 Chemical Measurements Lab I
- CHEM-C 361 Physical Chemistry of Bulk Matter

Chemistry BA - Business Management Track

In addition to the Core Program Requirements stated above, students pursuing the Business Management Track must complete the Business Management Track Requirements listed below. All courses taken to satisfy the Business Management Track Requirements require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

Science and Mathematics

- BIOL-L 100 Humans and the Biological World * **OR** BIOL-L 101 Introduction to Biological Sciences I **OR** BIOL-L 102 Introduction to Biological Sciences II
- MATH-M 215* Calculus I
- MATH-M 216 Calculus II
- PHYS-P 201* General Physics 1 **OR** PHYS-P 221 Physics 1
- PHYS-P 202 General Physics 2 **OR** PHYS-P 222 Physics 2
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 315 Chemical Measurements Lab I
- CHEM-C 361 Physical Chemistry of Bulk Matter

Business Courses

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Marketing Management
- BUS-K 321 Management of Information Technology
- BUS-P 301 Operations Management
- ECON-E 201* Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 280 Applied Statistics for Business & Economics I

Chemistry BA - Biochemistry Track

In addition to the Core Program Requirements stated above, students pursuing the Biochemistry Track must complete the Biochemistry Track Requirements listed below. All courses taken to satisfy the Biochemistry Track Requirements require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

Science and Mathematics

- MATH-M 119* Brief Survey of Calculus I **OR** MATH-M 215 Analytic Geometry with Calculus I
- BIOL-L 101* Introduction of Biological Sciences I
- PHYS-P 201* General Physics 1 **OR** PHYS-P 221* Physics 1

Biochemistry Courses

- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthesis and Physiology
- CHEM-C 486 Biochemistry Laboratory
- CHEM-C Electives Choose **two** additional Chemistry Courses, 300-level or above (6 credits minimum)

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Chemistry

Minor Requirements

All courses below require a grade of C or higher.

Chemistry Core (complete each of the following)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I
- CHEM-C 126 Experimental Chemistry II
- CHEM-C 341 Organic Chemistry I Lecture
- CHEM-C 343 Organic Chemistry I Laboratory

Chemistry Electives (Choose two of the following)

Note: other 300-400 level Chemistry courses may be approved by the Chemistry coordinator. Speak with advisor for more information.

- CHEM-C 303 Environmental Chemistry
- CHEM-C 315 Chemical Measurements Lab I
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 333 Experimental Environmental Chemistry
- CHEM-C 342 Organic Chemistry II Lecture
- CHEM-C 344 Organic Chemistry II Laboratory
- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 362 Physical Chemistry of Molecules
- CHEM-C 364 Introduction to Basic Measurements
- CHEM-C 390 Special Topics in Chemistry (with permission only)
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 470 Polymer Chemistry
- CHEM-C 484 Biomolecules and Catabolism

- CHEM-C 485 Biosynthesis and Physiology
- CHEM-C 486 Biochemistry Lab
- CHEM-C 490 Individual Study (with permission only)

Minor in Environmental Chemistry
Minor Requirements

All courses below require a grade of C or higher.

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I
- CHEM-C 126 Experimental Chemistry II
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-C 343 Organic Chemistry Laboratory I
- CHEM-C 303 Environmental Chemistry
- CHEM-C 317 Equilibria and Electrochemistry
- CHEM-C 318 Spectroscopy and Separations
- CHEM-C 333 Experimental Environmental Chemistry **OR** CHEM-C 315 Chemical Measurements Laboratory

Certificate in Environmental Science

The Certificate in Environmental Science provides an opportunity for students to supplement their major in another discipline with acknowledged course work in the environmental sciences. Prerequisite requirements are usually applicable for upper level course work and must be fulfilled before the courses can be taken. Biology major courses may be repeated only a limited number of times including late withdrawals. Required to be a major in Biology, Chemistry, Geoscience or Physics, or having completed a BA or BS degree. Students pursuing the General Studies degree may be able to add the Environmental Science Certificate with the coordinator's approval. Contact a Natural Science advisor for more information.

Certificate Requirements

Students pursing a Certificate in Environmental Science must complete the following requirements

- 25 credit hours of required courses
- Courses must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required for the certificate

Admission Requirements

The following courses are to be completed before admission into the certificate program.

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- BIOL-L 211 Molecular Biology
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry I Lecture
- CHEM-C 343 Organic Chemistry Lab I (2 cr.)

- One of the following
  - GEOL-G 100 General Geology (5 cr.)
  - GEOG-G 107 Physical Systems of the Environment
- One of the following
  - MATH-M 122 College Algebra
  - MATH-M 125 Pre-Calculus Mathematics
- One of the following sequences
  - PHYS-P 201/202 General Physics I/II (10 cr.)
  - PHYS-P 221/222 Physics I/II (10 cr.)

Course Requirements

- Eight credits from the following Biology Courses
  - BIOL-L 473/474 Ecology/Field & Laboratory Ecology (3/2 cr.)
  - MICR-M/BIOL-L 420/474 Environmental Microbiology/Field & Laboratory Ecology (3/2 cr.)
  - BIOL-L 343 Applied Conservation Biology (5 cr.)
  - BIOL-L 303 Field Biology
  - BIOL-L 490 Individual Study
- CHEM-C 303 Environmental Chemistry
- CHEM-C 333 Experimental Environment Chemistry (2 cr.)
- CHEM-C 318 Spectrochemistry and Separations
- GEOG-G 338 Geographic Information Systems
- GEOL-G 451 Principles of Hydrogeology
- Complete one of the following
  - PHYS-P 310 Environmental Physics
  - COAS-S 399 Internship

Computer Science

Computer Science is the chief discipline for teaching engineering principles and the tools used in software applications development. Training students in these principles and the use of software development tools is one of the primary goals of Computer Science at IU Southeast.

Contact Information

Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/computer-science/

Academics
Undergraduate Degrees

- Bachelor of Science

Undergraduate Certificates

- Cybersecurity
- Information Technology
- Network Technology
- Web Programming

Minors

- Minor in Computer Science

Program Information
Mission/Vision Statement

Our mission is to serve our constituencies in teaching, research, and service.

In teaching, we strive to provide an environment for our students to learn of computer science in particular and instill the quest for knowledge about the greater world around them.

Through research, the faculty endeavors to generate new knowledge and stay current in a constantly changing discipline.

In service, we connect academic expertise and personal interests to our professional, university and the greater community common good.

Student Learning Goals

1. Computer Science students will demonstrate proficiency in the areas of algorithmic problem solving, data structures, and software design and analysis.
2. Computer Science students will work effectively in teams to design and implement solutions to computational problems and communicate effectively with a range of audiences using written, oral, and visual presentation skills.
3. Computer Science Graduates will be successful professionals in the computer science industry or a closely-related discipline and/or be admitted to a graduate program in computer science or a closely-related discipline defined by the Association of Computing Machinery (ACM) guidelines.

Computer Science BS Residency Requirement

The Computer Science department enforces the IU Southeast Residency Requirement and the School of Natural Sciences Residency Requirement for Bachelor's degrees with no additions.

Computer Science (Bachelor of Science)

A baccalaureate degree is offered in Computer Science. This program recognizes the need to provide the understanding and knowledge of computer science appropriate for the varied careers available. Students may choose to emphasize Mathematics and Science, or Business, Information Systems, or Cybersecurity in their study of Computer Science at IU Southeast.

Computer Science

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Science in Computer Science degree program, students must meet the School of Natural Science's admission requirements and complete CSCI-C 201 (Java Programming I) with a grade of C or better.

General Education Component

All students pursuing the Bachelor of Science in Computer Science must complete the campus General Education Core Requirements. See *General Education Component for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Core Program

All courses listed below for the Information Systems, the Science/Mathematics Track and/or the Cybersecurity Track require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

Each student will select one of two major option areas in which to pursue advanced courses: (1) information systems or (2) science/mathematics. Within each option area there are required advanced sequences in computer science and related disciplines that enable students to tailor their advanced coursework to meet any one of several career objectives. Please note that taking the course requirements for either option may add up to a number less than the required 120 credit hours. The student should fulfill the remaining hours with electives.

Note: Students must petition the department coordinator for acceptance of any computer science-related coursework more than seven years old.

Information Systems Track

The Information Systems Option prepares students seeking employment in business or industry or who may pursue a graduate degree in information systems. Within this option, the student may select courses that prepare them for careers in areas such as applications programming, business systems design and implementation, and information systems management.

Technical Writing Requirement (choose one)

- ENG-W 234 Technical Report Writing *or*
- ENG-W 290 Writing in the Arts and Sciences

Mathematics, Science and Business Requirements

Math

Complete one calculus sequence

- MATH-M AND 119* AND Brief Survey of Calculus I AND
- MATH-M 120 Brief Survey of Calculus II

OR

- MATH-M AND 215* AND Calculus I AND
- MATH-M 216 Calculus II

 AND

Choose one Statistics Course

- MATH-K 300 Statistical Techniques for Health Professions

OR

- ECON-E 280 Applied Statistics for Business & Econ

Physical Sciences: 3 options with a total of 1 or 2 courses

- PHYS-P 100* Physics in the Modern World

OR

- PHYS-P AND 201* AND General Physics I AND
- PHYS-P 202 General Physics II

OR

- PHYS-P AND 221* AND Physics 1 AND

- PHYS-P 222 Physics 2

Business and Economics
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-K 321 Management of Information Technology

Computer Science Requirements

- CSCI-C 201 Computer Programming II
- CSCI-C 202 Computer Programming
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 311 Programming Languages
- CSCI-C 335 Computer Structures
- CSCI-C 343 Data Structures
- CSCI-C 346 Software Engineering
- CSCI-B 438 Foundations of Computer Networking

- CSCI-C 455* Analysis of Algorithms I
- CSCI-P 451 Design Capstone
- CSCI-P 461 Implementation Capstone
- CSCI-B 461 Database Concepts
- CSCI-B/C/P 4XX Two elective courses in CSCI-B –C or -P numbered 400 or above.

[1]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.

The Science/Mathematics Option prepares students seeking employment in the technical areas of computer applications or who may pursue a graduate degree in computer science. Within this option, the student may select courses that prepare them for careers in areas such as systems software design and implementation and scientific computing applications.

Technical Writing Requirement (choose one)

- ENG-W 234* Technical Report Writing

 OR

- ENG-W 290* Writing in the Arts and Sciences

Mathematics Requirement (complete each course listed below)

- MATH-M 215* Calculus I
- MATH-M 216 Calculus II
- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 360 Elements of Probability Theory
- MATH-M 3xx/4xx One approved MATH-M course at 300 or 400 level

Natural and Physical Sciences Requirement (minimum of 15 credits required; must include General

Chemistry Sequence or the Calculus Based Physics Sequence)

Physical Science Sequence (choose either CHEM-C 105/ C125 & CHEM-C 106/C126 OR PHYS-P 221 & PHYS-P 222)

- CHEM-C 105/125 Principles of Chemistry I + lab; AND
- CHEM-C 106/126 Principles of Chemistry II + lab

OR
- PHYS-P 221 Physics I AND
- PHYS-P 222 Physics II

Natural & Physical Science Electives (to reach minimum of 15 credit hours)

Computer Science Requirements

- CSCI-C 104 Introduction to Computer Science
- CSCI-C 201 Computer Programming II
- CSCI-C 202 Computer Programming
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 311 Programming Languages
- CSCI-C 321 Advanced Programming
- CSCI-C 335 Computer Structures
- CSCI-C 343 Data Structures
- CSCI-C 346 Software Engineering
- CSCI-C 455 Analysis of Algorithms
- CSCI-P 436 Introduction to Operating Systems
- CSCI-C 437 Computer Security
- CSCI-P 445[1] Design Capstone
- CSCI-P 446[1] Implementation Capstone
- CSCI C463 or B498 Artificial Intelligence 1 or Introduction to Data Science
- CSCI-B/C/P 4XX 2 elective courses in CSCI-B, –C or -P numbered 400 or above.

[1]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.

Cybersecurity Track

Math Requirement (Complete all listed below)

- MATH-M 215 Calculus I
- MATH-M 216 Calculus II
- MATH-M 303 Linear Algebra for Undergrad
- MATH-M 360 Elements of Probability
- CSCI-C 231 Intro: Mathematics of Cybersecurity

Science Requirements (Complete one of two options below and the Natural Science Electives)

- PHYS-P 221 Physics I (with lab) and PHYS-P 222 Physics II (with lab)

OR

- CHEM-C 105/125 General Chemistry I (with lab) and CHEM-C 106/126 General Chemistry II (with lab)

AND

- Natural Science Elective(s)- Complete five credits chosen from the following disciplines: Astronomy, Biology, Chemistry, Geosciences, or Physics. Courses taken to satisfy above may not be used for Natural Science Electives.

Computer Science (Complete all courses listed below)

- CSCI-C 104 Intro. to Computer Science
- CSCI-C 201 Programming II
- CSCI-C 202 Intro. to SW Systems
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 335 Computer Structures
- CSCI-C 343 Data Structures
- CSCI-C 346 Software Engineering
- CSCI-B 438 Computer Networks
- CSCI-B 439 Network Security
- CSCI-P 436 Operating System Concepts
- CSCI-C 455 Analysis of Algorithms
- CSCI-P 445 Design Capstone
- CSCI-P 446 Implementation Capstone
- CSCI-C 437 Computer Security
- CSCI-C 407 Digital Forensics
- CSCI-C 439 Systems, Protocols, Information Assurance
- CSCI-C 321 Software Tools

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Computer Science

Minor Requirements

All courses in core and concentrations require minimum grade of C to apply to minor.

Core Program

All courses are 4 credits unless noted otherwise.

- CSCI-C 201 Computer Programming II
- CSCI-C 202 Computer Programming
- CSCI-C 251 Foundations of Digital Computing

Specific Requirements for Concentrations

Select one concentration area and complete two required courses listed.

Cybersecurity

- CSCI-C 231 Introduction to Math of Cybersecuirty
- CSCI-C 437 Computer Security (3 cr) or CSCI-C 407 Introduction to Digital Forensics (3 cr)

Computer Networking

- CSCI-B 438 Fundamentals of Computer Networks (3 cr)
- CSCI-B 439 Network Security

Database Systems

- CSCI-C 343 Data Structures
- CSCI-B 461 Database Concepts (3 cr)

Web Environment

- CSCI-C 343 Data Structures
- CSCI-P 422 Web Enterprise Systems (3 cr)

Certificate in Cybersecurity

The Certificate in Cybersecurity is a 22-23 credit program designed for students of any major or industry professionals who aspire to practice cybersecurity. All applicants are expected to have a working knowledge of common business applications software.

Certificate Requirements

Students pursuing a Certificate in Cybersecurity must complete the following requirements

- Cybersecurity Core (7 cr.)
- Track (14-15 cr.)
- All courses are 3 credit hours, unless otherwise noted
- An overall minimum GPA of 2.0 is required
- All courses require a minimum grade of C or higher

Cybersecurity Core (7 cr.)

- Complete one of the following
    - CSCI-C 251 Foundations of Digital Computing (4 cr.)
    - INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- CSCI-C 231 Introduction to the Mathematics of Cybersecurity

Select One Track

Tracks offered

- Hardware Security
- Information Security
- Networking Security

Hardware Security Track (15 cr.)

- Complete one of the following
    - CSCI-C 201 Computer Programming II (4 cr.)
    - INFO-I 210 Information Infrastructure I (4 cr.)
- Complete one of the following
    - CSCI-C 202 Introduction to Computer Software Systems (4 cr.)
    - INFO-I 211 Information Infrastructure II (4 cr.)
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 439 Systems, Protocol Security, and Information Assurance

Information Security Track (14 cr.)

- Complete one of the following
    - CSCI-A 201 Introduction to Programming I (4 cr.)
    - CSCI-C 201 Computer Programming II (4 cr.)
    - INFO-I 210 Information Infrastructure I (4 cr.)
- Complete one of the following
    - CSCI-A 202 Introduction to Programming II (4 cr.)

- CSCI-C 202 Introduction to Computer Software Systems (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)

- Complete one of the following
  - CSCI-A 121 Cyberspace Influences on Privacy Security and Society
  - CSCI-C 437 Computer Security

- CSCI-C 407 Introduction to Digital Forensics

Networking Security Track (15 cr.)

- Complete one of the following
  - CSCI-C 201 Computer Programming II (4 cr.)
  - INFO-I 210 Information Infrastructure I (4 cr.)

- Complete one of the following
  - CSCI-C 202 Introduction to Computer Software Systems (4 cr.)
  - INFO-I 211 Information Infrastructure II (4 cr.)

- CSCI-B 438 Fundamentals of Computer Networks (4 cr.)
- CSCI-B 439 Network Security

Certificate in Information Technology

The Information Technology Certificate (ITC) is a 15-19 credit hour program designed for students of any major who aspire to incorporate computer information technology in their specific field. A student will acquire a strong background in problem solving techniques by completing two computer-programming courses.

Student Learning Goals

Upon completion of the ITC, students will be capable of the following:

- understanding, troubleshooting, and managing computing resources
- deploying technology in industry situations.

IT Certificate Residency Requirement

The Computer Science Department enforces the IU Southeast Certificate Residency Requirement (minimum of 50% of total credits) with no additions.

Admission Requirements

To be accepted into the ITC Program, a student must satisfy IUS admission requirements (see *Requirements for Entering Students*). Additionally, two years of high school mathematics or the equivalent score on the math placement test is indispensable. All courses required for the IT Certificate must be completed with a grade of C or higher. An overall GPA of at least a 2.0 is required.

IT Certificate Core

All courses below must be completed with a grade of C or higher.

- CSCI-C 106* Introduction to Computers and their Use **OR** BUS-K 201 Introduction to Computers and their Use

Choose one programming sequence (2 courses)

- CSCI-A 201 Introduction to Programming I

- CSCI-A 202 Introduction to Programming II

OR

- CSCI-C 201 Computer Programming II
- CSCI-C 202 Introduction to Software Systems

OR

- INFO-I 210 Information Infrastructure I
- INFO-I 211 Information Infrastructure II

IT Certificate Electives

All courses below require a grade of C or higher. If you would like to remain within a singular focus, please see the suggested lists below. These credits will not result in a track or concentration being added to the transcript for your certificate.

Complete one of the following Course sets(or mix any two courses from the lists below) that equal 6-8 credit hours:

Information Systems Courses

- CSCI-A 121 Cyberspace Influences on Privacy, Security, and Society
- CSCI-N 211 Introduction to Databases
- CSCI-A 211 Word Processing Applications
- CSCI-A 212 Spreadsheet Applications
- CSCI-A 213 Database Applications
- CSCI-A 247 Network Technologies and Administration
- CSCI-C 104 Introduction to Computer Science
- CSCI-C 105 Introduction to C Programming
- CSCI-C 343 Data Structures
- CSCI-N 341 Introduction to Client-Side Web Programming
- CSCI-N 342 Server-Side Programming for the Web
- INFO-I 202 Social Informatics
- INFO-I 308 Information Representation

Fine Arts Courses

- FINA-P 323 Introduction to Web Design
- FINA-S 254 Beginning Typography
- FINA-S 351 Graphic Design 2
- FINA-S 352 Graphid Design 3
- FINA-T 338 Special Topics in Digital Media

Geoscience Courses

- GEOG-G 338 Geographic Information Science
- GEOG-G 438 Advanced Geographic Information Systems

Journalism Courses

- JOUR-J 210 Visual Communication
- JOUR-J 362 Journalism Multimedia Storytelling
- JOUR-J 425 Supervision of School Media

Nursing Courses

- NURS-H 335 Data Analysis/Practice and Research
- Any Course From Another Listed Set

Sociology Courses

- SOC-S 380 Introduction to Methods and Social Research I
- SOC-S 381 Introduction to Methods and Social Research II

Psychology Courses

- PSY-P 341 Research and Quantitative Methods in Psychology I
- PSY-P 342 Research and Quantitative Methods in Psychology II
- PSY-P 354 Statistical Analysis in Psychology

Business Courses

- BUS-K 321 Management of Information Technology
- BUS-K 330 Special Topics: Information Technology Management Issues
- BUS-K 340 Enterprise Resource Planning Systems
- BUS-K 440 Business Intelligence
- BUS-P 301 Operations Management
- BUS-P 330 Project Management
- BUS-P 421 Supply Chain Management
- ECON-E 280 Applied Statistics for Business and Economics I
- ECON-E 281 Applied Statistics for Business and Economics II

Education Courses

- EDUC-W 200 Computer in Education **OR** EDUC-R 531 Computer in Education
- EDUC-W 506 Using the Internet in K-12 Classrooms
- EDUC-W 520 Technical Issues in Computer-Based Education
- EDUC-W 540 Computer-Based Teaching Methods

Criminal Justice Courses

- CJUS-P 295 Criminal Justice Data, Methods, and Resources
- Any Course From Another Listed Set

Certificate in Network Technology

The IU Southeast Certificate in Network Technology is an introductory program for teaching students about designing, configuring and maintaining computer networks. Upon completion of this program, students have the skills and knowledge for various entry-level positions in the field of information technology and computer networking. Possible careers may include IT technician, PC technician, computer network technician, network support technician, and computer support specialist. Graduates with this certificate can go on to complete their bachelor's degree or immediately enter the workforce.

- CSCI-C201 Computer Programming I OR INFO-I 210 Information Structure
- CSCI-C 202 Computer Programming II OR INFO-I 211 Information Structure II
- CSCI-A247 Network Technologies and Administration OR CSCI-B 439 Network Security
- CSCI-B 438 Fundamentals of Computer Networks

Certificate in Web Programming

The IU Southeast Certificate in Web Programming is an introductory program for students to gain the technical skills and techniques to build dynamic websites and applications. High quality web design is essential for the success of organizations, and they rely on web developers to design and maintain their online presence for customers around the world. Graduates with this certificate can go on to complete their bachelor's degree or immediately enter the workforce.

Complete the following courses:

- CSCI-C 201 Computer Programming II **OR** INFO-I 210 Information Infrastructure I
- CSCI-C 202 Introduction to Software Systems **OR** INFO-I 211 Information Infrastructure II
- CSCI-A 213 Database Applications

Complete one of the following tracks:

- INFO-I 330 Legal and Social Informatics of Security
- INFO-I 427 Search Informatics

Computer Science Track

- CSCI-C 343 Data Structures and Algorithms
- CSCI-P 422 Web Programming

Bachelor of Science in Data Science - Online
Degree Requirements

Students receiving the Bachelor of Science in Data Science must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Data Science Core (65 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- A minimum GPA of 2.0 is required

Data Science Core

- Professional Speaking: Complete one of
    - COMM-C 180 Interpersonal Communication
    - COMM-C 223 Business and Professional Communication
    - COMM-S 122 Interpersonal Communication
    - SPCH-S 223 Business and Professional Communication
    - CMCL-C 122 Interpersonal Communication

- Professional Writing: Complete one of
    - ENG-W 230 Science Writing
    - ENG-W 231 Professional Writing Skills
    - ENG-W 233 Technical Writing
    - ENG-W 234 Technical Report Writing
    - ENG-W 270 Argumentative Writing

- CSCI-A 201 Programming I (4 cr.)
- CSCI-A 202 Programming II (4 cr.)
- CSCI-C 343 Data Structures
- MATH-M 220 Calculus for Data Science I
- MATH-M 230 Calculus for Data Science II

- Linear Algebra: Complete one of
  - MATH-M 301 Linear Algebra and Applications
  - MATH-M 303 Linear Algebra

- PBHL-B 302 Introduction to Biostatistics
- PBHL-B 285 Classical Biostatistical Regression Methods
- Statistical Learning & Data Analytics: Complete one of
  - PBHL-B 420 Introduction to Biostatistical Learning
  - INFO-I 415 Introduction to Statistical Learning

- INFO-I 223 Data Fluency
- Database Programming: Complete one of
  - CSCI-N 311Database Programming
  - CSCI-C 442 Database Systems
  - INFO-I 308 Information Representation
  - CSCI-B 461 Database Concepts

- Introduction to Data Management: Complete one of
  - CSCI-N 211 Introduction to Database
  - CSCI-N 213 Database Applications

- CSCI-N 317 Computation for Scientific Applications
- INFO-I 416 Applied Cloud Computing for Data Intensive Sciences
- INFO-I 421 Applications of Data Mining
- INFO-I 453 Computer and Information Ethics
- NEWM-N 328 Visualizing Information
- PBHL-B 452 Fundamentals of Data Management
- Capstone: Complete one of
  - INFO-I 490 Professional Practicum/Internship
  - INFO-I 492 Senior Thesis

Geosciences
Contact Information

Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/geosciences/

Academics
Undergraduate Degrees

- Bachelor of Arts

Undergraduate Certificates

- Certificate in Sustainability

Minors

- Geography Minor
- Geology Minor
- Geosciences Minor

Program Information
Mission/Vision Statement

The mission of the Geoscience program is to provide an excellent scientific educaton through teaching, scholarship, and service. Our program offers a number of tracks in the Geosciences that support student career goals and aspirations. This program has a history of providing students with the knowledge and skills necessary for pursuing professional development and/or advanced education; and in preparation for employment.

Scholarships/Awards

Students entering the university in pursuit of a Geoscience degree can complete for the four year renewable Malcom Kochert Scholarship for Physical Sciences.

Student Learning Goals

1. Students will acquire substantive knowledge of global spatial patterns and concepts central to geosciences.
2. Students will have the analytical and technical skills necessary to perform spatial analysis and research using ArcGIS or other technology.
3. Students will acquire knowledge and skills sufficient to allow admittance to a graduate program or find employment in a related field.

Geoscience BA Residency Requirement

The Geoscience Department enforces the IU Southeast Residency Requirement and the School of Natural Sciences' Residency Requirement with no additions.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Arts in Geosciences degree program, students must meet the School of Natural Science's admission requirements and complete GEOG-G 107 (Physical Systems of the Environment) or GEOL-G 100 (General Geology) with a grade of C or better.

Geoscience (Bachelor of Arts)

The Geosciences program offers a Bachelor of Arts in Geosciences with five concentrations: Human Geography, Geographic Information Science, Environmental Geography, Physical Geography, and Geology. These disciplines prepare students for working in a broad range of Geoscience careers including the private sector, local, state and federal government, and as a preparation for graduate studies.

Geosciences

General Education & BA Distribution Components

All students pursuing the Bachelor of Arts in Geosciences must complete the campus General Education Core Requirements. See *General Education Component for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in *Bachelor of Arts Degree Requirements*.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement or a BA Distribution Requirement.

Note: Students are eligible to complete no more than two geography tracks and may not double dip courses taken for the Geography/Geology Concentration Requirements, Upper-Level Geography/Geology Requirement, Geography/Geology Elective Requirements, & Geography/

Geology Capstone to count for any of the other tracks, including the Geology Track.

Required Math (FOR ALL GEOGRAPHY TRACKS)

Note: Students are eligible to complete no more than two geography tracks.

- MATH-M 118* (or higher level) Finite Mathematics

Required Math (FOR GEOLOGY TRACK)

- MATH-M 215* Calculus I

Geoscience Core Requirements for all Geography Tracks and the Geology Tracks

- GEOL-G 100* General Geology
- GEOG-G 201* World Regional Geography
- GEOG-G 338 Geographic Information Science *(All students pursuing the GIS Track must complete this course on the IU Southeast campus.)*

Required Geography Courses (required for all Geography Tracks)

- GEOG-G 107* Physical Systems of the Environment
- GEOG-G 108* Physical Systems of the Environment - Lab
- GEOG-G 110* Introduction to Human Geography
- GEOG-G 333 Introductory Cartography

Environmental Geography Track

Additional course work required outside of Geosciences for Environmental Track.

- BIOL-L 200* Environmental Biology & Conservation

Specific Requirements for Environmental Track - Upper Level Course

- GEOG-G 315 Environmental Conservation

Environmental Track Concentration Course: Students must select <u>one</u>.

- GEOG-G 307* Biogeography
- GEOG-G 308* Disasters: Natural/Human Induced
- GEOG-G 432 Current Issues in Environmental Conservation
- GEOL-G 300* Environmental and Urban Geology

Geography/Geology Electives

Students must select 6 additional credit hours at the 300-400 level, from Geography and Geology courses, that relate to the track, with approval of the Geoscience advisor.

Capstone

Students must select one capstone course. Students that wish to use the Internship or Research to satisfy the Capstone requirement must be pre-approved by the Geoscience Coordinator.

- GEOG-G 450 Undergraduate Readings and Research in Geography
- GEOG-G 460 Internship Geographical Analysis
- GEOG-G 490 Senior Seminar in Geography

Geographic Information Science Track

Additional coursework required outside of Geosciences for GIS Track

- MATH-K 300 Statistics

Choose one of the following Computer Science courses:

- CSCI-A 201 Introduction to Programming
- CSCI-N 211 Introduction to Databases

Specific Requirements for GIS Track - Upper Level Course

- GEOG-G 438 Advanced Geographic Information Science

GIS Track Concentration Course

- GEOG-G 439 Seminar in Geographic Information Science

Geography/Geology Electives

Students must select 6 additional credit hours at the 300-400 level, from Geography and Geology courses, that relate to the track, with approval of the Geoscience advisor.

Capstone

Students must select one capstone course. Students that wish to use the Internship or Research to satisfy the Capstone requirement must be pre-approved by the Geosciences Coordinator.

- GEOG-G 450 Undergraduate Research and Readings in Geography
- GEOG-G 460 Geography Internship
- GEOG-G 490 Senior Seminar in Geography

Human Geography Track

Specific Requirements for Human Geography Track - Upper Level Courses: students must select <u>one</u>.

- GEOG-G 323 Geography of Latin America
- GEOG-G 326 Geography of North America
- GEOG-G 425 Africa: Contemporary Geographic Problems

Human Geography Track Concentration Course - Students must select one.

- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 307* Biogeography: Distribution of Life
- GEOG-G 418* Historical Geography

Geography/Geology Electives

Students must select 6 additional credit hours at the 300-400 level, from Geography and Geology courses, that relate to the track, with approval of the Geoscience advisor.

Capstone

Students must select one capstone course. Students that wish to use the Internship or Research to satisfy the Capstone requirement must be pre-approved by the Geosciences Coordinator.

- GEOG-G 450 Undergraduate Research and Readings in Geography
- GEOG-G 460 Internship Geographical Analysis

- GEOG-G 490 Senior Seminar in Geography

Physical Geography Track

Additional coursework required outside of Geosciences

Students must select 5 additional credit hours from approved laboratory courses in Biology (BIOL, PLSC, or ZOOL), Chemistry, or Physics.

Specific Requirements for Physical Geography Track - Upper Level Courses (Students must select one)

- GEOG-G 304* Physical Meteorology & Climatology
- GEOG-G 308* Natural Disasters
- GEOG-G 404 Geography of Soils
- GEOL-G 415* Geomorphology

Physical Geography Track Concentration

Students must select <u>one</u> course, but that course must be different than the one chosen as an upper level course.

- GEOG-G 304* Physical Meteorology & Climatology
- GEOG-G 308* Disasters: Natural/Human Induced
- GEOG-G 404 Geography of Soils
- GEOL-G 415* Geomorphology
- GEOL-G 451 Principles of Hydrogeology

Geography/Geology Electives

Students must select 6 additional credit hours at the 300-400 level, from Geography and Geology courses, that relate to the track, with approval of the Geoscience advisor.

Capstone

Students must select one capstone course. Students that wish to use the Internship or Research to satisfy the Capstone requirement must be pre-approved by the Geosciences Coordinator.

- GEOG-G 450 Undergraduate Research and Readings in Geography
- GEOG-G 460 Internship Geographical Analysis
- GEOG-G 490 Senior Seminar in Geography

Geology Track

Additional coursework required outside of Geosciences

Students on the Geology Track are required to complete 15 additional credit hours in Biology (BIOL, PLSC, or ZOOL), Chemistry, or Physics. It is recommended that students take a 10 credit hour sequence from one Natural Science Discipline (General Chemistry or General Physics) approved by the Geoscience Advisor.

Required Geology Courses

- GEOL-G 221* Introductory Mineralogy
- GEOL-G 222 Introduction to Petrology
- GEOL-G 334 Principles of Sedimentology and Stratigraphy

Specific Requirement for Geology Track - Upper Level Course

- GEOL-G 415* Geomorphology

Geology Track Concentration Course: students must select one course

- GEOG-G 304* Physical Meteorology and Climatology
- GEOG-G 404 Geography of Soils
- GEOL-G 300* Environmental and Urban Geology
- GEOL-G 415* Geomorphology

Geography/Geology Electives

Students must select 6 additional credit hours at the 300-400 level, from Geography and Geology courses, that relate to the track, with approval of the Geoscience advisor.

Capstone

Students must select one capstone course. Both Internship and Research must be pre-approved by the Geosciences Coordinator.

- GEOL-G 410 Undergraduate Research in Geology
- GEOL-G 460 Internship in Geology

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Geology
Required Courses

- GEOL-G 100 Earth Science – Geologic Aspects
- GEOL-G 221 Introductory Mineralogy
- GEOL-G 222 Introduction to Petrology

Electives

Students must select 6 additional credit hours in Geology courses at the 300-400 level, with at least 3 credit hours in lecture-based courses, <u>with approval of the Geoscience advisor.</u>

Minor in Geoscience
Required course. Students must select <u>one</u>.

- GEOG-G 107 Physical Systems of the Environment
- GEOL-G 100 Earth Science: Geologic Aspects

Course required for all Geoscience Concentration. Students must select <u>one</u>.

- AST-A 100 The Solar System
- AST-A 105 Stars and Galaxies
- GEOG-G 201 World Regional Geography
- GEOL-G 221 Introductory Mineralogy

Electives

Students must select 9-12 additional credit hours from Astronomy, Geography, and/or Geology courses, with at least 6 credit hours in lecture-based courses at the 300-400 level, <u>with approval of the Geoscience advisor.</u> Students cannot earn a minor in Geoscience if they apply for a Geoscience major or a Geography or Geology minor.

Minor in Geography
The Geography Minor is useful to all students interested in broadening their knowledge of the natural and socio-

economic systems of the World. The Geography Minor is an important addition to many majors, in particular Biology, Chemistry, Education, and Geology.

Required Courses (Complete all three)

- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 110 Introduction to Human Geography
- GEOG-G 201 World Regional Geography

Course required for all Geography Concentration. Students must select <u>one</u>.

- GEOG-G 333 Introductory Cartography
- GEOG-G 338 Introduction of Geographic Information Science

Electives

Students must select 6 additional credit hours from Geography and Geology courses, with at least 3 credit hours in lecture-based courses at the 300-400 level, <u>with approval of the Geoscience advisor.</u>

Informatics
Contact Information

Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/informatics/

Academics
Undergraduate Degrees

- Bachelor of Science
    - Biology
    - Business
    - Chemistry
    - Criminal Justice
    - Computer Networking
    - Digital Media
    - Geoscience
    - Health Science
    - Journalism
    - Pre-M.B.A.
    - Psychology
    - Sociology
- Bachelor of Science (Online)

Minors

- Informatics Minor

Program Information
Mission/Vision Statement

The Department of Informatics fosters a broad and interdisciplinary view of informatics and uses this view to serve our constituencies in teaching, research, and civic engagement.

In teaching, we strive to prepare our students to become life-long learners as well as highly skilled professionals with strong technical and analytical skills that can be applied to other disciplines, such as arts & humanities, business, health sciences, natural sciences, and social sciences.

Through research, the faculty endeavors to generate new knowledge and stay current in a constantly changing social and psychology dimension of information technology. The faculty introduces research results in the classroom and laboratory, and fosters the development of undergraduate research techniques thus promoting these necessary skills in our students.

In civic engagement, we thematically link community-based research, collaborative projects, service-learning, mentored internships, reflective experiential learning, and study abroad opportunities for helping our students advance on this essential learning goal.

Student Learning Goals

1. Students demonstrate knowledge of the basic facts and concepts of Informatics.
2. Students illustrate their knowledge of Informatics with critically analyzing Informatics Systems.
3. Students illustrate their knowledge to address social impact and analysis of technology.
4. Students create designs and develop Informatics systems.
5. Students communicate their learned Informatics knowledge articulately through spoken and written mediums.

Informatics BS Residency Requirement

The Informatics Department enforces the IU Southeast Residency Requirement and the School of Natural Sciencess Residency Requirement with no additions.

Informatics (Bachelor of Science)

Students who successfully complete the Bachelor of Science in Informatics will have a sound understanding of Informatics and will wield a broad range of informatics skills to approach and synthesize information, and develop creative Informatics solutions. The students will also be conversant in both oral and written forms of interdisciplinary communication to facilitate the application of theory and methods to the socio-technical problems facing society today.

Informatics

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Science in Informatics degree program, students must meet the School of Natural Science's admission requirements and complete INFO-I 101 (Introduction to Informatics) with a grade of C or better.

General Education Component

All students pursuing the Bachelor of Science in Informatics must complete the campus General Education Core Requirements. See General Education Component for all IU Southeast Baccalaureate Degrees for a complete listing of requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

<u>Technical Writing Requirement</u>

- ENG-W 234* Technical Report Writing

Information Technology Fluency Requirement

- INFO-I 110 Basic Tools of Informatics I - Programming Concepts
- INFO-I 111 Basic Tools of Informatics I - Introduction to Databases

Choose one option set from the following two options. **Note:** The course sets in the options cannot be mixed and matched. Students must select and complete an option in its entirety.

- INFO-I 330 Legal and Social Informatics of Security AND
- INFO-I 427 Search Informatics

 OR

- CSCI-N 341 Introduction to Client-side Web Programming **AND**
- CSCI-N 342 Server-side Programming for the Web

International Dimension

Choose from **one** of the following options:

1. Three semesters in the same foreign language, or demonstrated equivalent proficiency.
2. An international experience approved by the program director.
3. Two courses from the IU Southeast Informatics International Dimension list, displayed below. **Note: These courses cannot be used to satisfy other General Education requirements or Cognate Requirements for the BS in Informatics.** See http://www.ius.edu/natural-sciences/programs/informatics/degree-requirements/international-dimension/index.html to see if additional course options have been added since publication of this Bulletin.

- FINA-A 150 African, New World and Oceanic Art
- HIST-F 100 Issues in Latin American History
- HIST-F 232 Upheaval in 20^{t}-Century Latin America
- HIST-G 100 Issues in Asian History
- HIST-H 207 Modern East Asian Civilization
- PHIL-P 170 Introduction to Asian Philosophy
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 369 Introduction to East Asian Politics
- BUS-D 300 International Business Administration
- EALC-J 202 Second Year Japanese 2
- FINA-A 362 Art of Japan
- FINA-A 451 Art of the South Pacific
- FREN-F 250 Second Year French II: Language & Culture
- FREN-F 363 Introduction a la France Moderne
- GER-G 250 Intermediate German II
- HIST-E 100 Intro to African History
- INFO-I 356 Globalization, Where We Fit In
- MUS-M 375 Survey of Ethnic and Popular Music of the World
- PHIL-P 334 Buddhist Philosophy
- PHIL-P 374 Early Chinese Philosophy
- PSY-P 457 Topics in Psychology
- SOC-S 308 Global Society

- SPAN-S 250 Second Year Spanish II
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 411 Spain: The Cultural Context
- SPCH-S 427 Cross Cultural Communication

Informatics Core Requirements

- INFO-I 101 Introduction to Informatics
- INFO-I 201 Mathematical Foundations of Informatics
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I
- INFO-I 211 Information Infrastructure II
- INFO-I 300 Human-Computer Interaction
- INFO-I 308 Information Representation
- INFO-I 421 Applications for Data Mining
- INFO-Y 395 Career Development for Informatics Majors

Upper Division Major Electives

Select two of the following Upper Division Informatics courses.

- INFO-I 303 Organizational Informatics
- INFO-I 320 Distributed Systems and Collaborative Computing
- INFO-I 441 Interaction Design Practice

Capstone Course Requirement

Choose one of the following options (INFO-I-494/495 or INFO-I-491)

- INFO-I 494 Design and Development of an Information System; *and*
- INFO-I 495 Design and Development of an Information System

 OR

- INFO-I 491 Capstone Project Internship*

***NOTE:** If the internship is selected, students are required to complete 6 credit hours INFO-I 491 for their capstone project internship, i.e. 360 hours of supervised work. There is a maximum of 6 credit hours allowed for INFO-I 491. Capstone project internship proposals must be pre-approved by the Informatics coordinator in writing before any work on the internship begins. Contact the Informatics coordinator at least 2 semesters in advance to the planned semester to discuss your proposal and its approval formalities.*

Cognate-Specific Requirements

Students pursuing the B.S. in Informatics must select a cognate area or "track" and complete course work identified in the grids below to complete their degree. Cognate courses may not "double count" as International Dimension courses but may "double count" with General Education Requirements. Courses marked with an asterisk (*) will satisfy a General Education Requirement.

Choose one from the approved list of IU Southeast Cognate Areas: (***Note:** each cognate's specific courses are listed as follows.)*

- Biology
- Business
- Chemistry

- Criminal Justice
- Computer Networking
- Digital Media
- Geosciences
- Health Science
- International Relations
- Journalism
- Pre-M.B.A.
- Psychology
- Public Service & Public Policy
- Sociology

Biology Cognate Core (21 credit hours)

- BIOL-L 101* Introduction to Biological Sciences 1
- BIOL-L 102* Introduction to Biological Sciences 2
- BIOL-L 211 Molecular Biology

Biology Cognate Electives

Choose two lectures and at least one corresponding, concurrent lab.

- BIOL-L 311/319 Genetics/ Genetics Laboratory
- BIOL-L 312/313 Cell Biology/ Cell Biology Laboratory
- MICR-M 310/315 Microbiology/ Microbiology Laboratory

Business Cognate Core (18 credit hours)

- BUS-A 201 Introduction to Financial Accounting
- ECON-E 201* Introduction to Microeconomics
- ECON-E 280 Applied Statistics for Business and Economics I

Business Cognate Electives

Choose any three courses from the list below.

- BUS-F 301 Financial Management
- BUS-K 321 Management Information Systems
- BUS-M 300 Introduction to Marketing*
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations

*Note: BUS-M 301 Introduction to Marketing Management may be substituted for BUS-M 300, but BUS-M 301 has ECON-E 202 as an additional prerequisite.

Chemistry Cognate Core (20 credit hours)

- CHEM-C 105* Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125* Experimental Chemistry I
- CHEM-C 341 Organic Chemistry I Lectures
- CHEM-C 362 Physical Chemistry of Molecules

Chemistry Cognate Electives

Choose any two courses from the list below.

- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 318 Spectrochemistry and Separations
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthesis and Physiology

Computer Networking Cognate Core (14 credit hours)

Note: If a CSCI Cognate Course is closed or is NOT offered in the desired semester, the Informatics student needs to contact the Informatics Coordinator during the registration window of the said semester to find and preapprove a substitute course. Preapproval before taking the substitute course is mandatory.

- CSCI-A 247 Network Technologies and Administration
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-C 343 Data Structures
- CSCI-B 461 Database Concepts

Criminal Justice Cognate Core (18 credit hours)

Note: Criminal Justice Informatics students may not be required to meet all prerequisites listed elsewhere in the bulletin; however, to enroll in certain courses, you may need to contact your Academic Advisor for permission.

- CJUS-P 100 Intro to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 295 Criminal Justice Data, Methods, & Resources

Criminal Justice Cognate Electives

Choose any three courses from the list below.

- CJUS-P 374 Substantive Criminal Law
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 301 Police in Contemporary Society

Digital Media Cognate Core (18 credit hours)

Note: For the courses listed here, Digital Media Informatics students may not be required to meet the FINA prerequisites as they are shown elsewhere in this bulletin; however, to enroll in certain courses, you may need to contact your Academic Advisor for permission.

- FINA-D 210 Digital Art: Survey and Practice
- FINA-P 323 Introduction to Web Design
- FINA-S 250 Graphic Design I
- FINA-S 351 Typography I
- Complete two of the following for 6 credit hours
  - FINA-S 217 Introduction to Video Art
  - FINA-S 305 Graphic Design Internship
  - FINA-S 310 Photography

Geosciences Cognate Core (15 credit hours)

- MATH-K 300 Statistical Techniques for Health Professions
- GEOG-G 338 Geographic Information Science
- GEOG-G 438 Advanced Geographic Information Science
- GEOG-G 439 Seminar in Geographic Information Science

Geoscience Cognate Electives

Choose one course from the list below with program director approval.

- GEOG-G 450 Undergraduate Readings & Research in Geography
- GEOG-G 460 Internship Geographical Analysis

Health Science Cognate Core (22 credit hours)

Note: Several of the Health Science Cognate courses must be completed online through IUPUI. IUPUI tuition is required for these select courses. Contact your Academic Advisor for more information.

- AHLT-M 390 Coding I
- AHLT-M 391 Coding II
- HIM-M 322 Hospital Organization Management
- HIM-M 325 Healthcare Information Requirements and Standards
- HIM-M 350 Medical Science I
- HIM-M 420 Healthcare Information Project Management
- HIM-M 345 Medicine and the Law
- HIM-M 470 Healthcare Reimbursement Systems

International Relations Cognate Core (18 credit hours)

- POLS-Y 107* Introduction to Comparative Politics
- POLS-Y 109* Introduction to International Relations
- POLS-Y 205 Analyzing Politics

International Relations Cognate Electives - Choose 3 of the following:

- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Ethnicity & Nationalism
- POLS-Y 360 US Foreign Policy
- POLS-Y 374 International Organizations
- POLS-Y 376 International Political Economy
- POLS-Y 471 Terrorism
- Topics Course Globalization
- Topics Course Human Rights

Journalism Cognate Core (15 credit hours)

- JOUR-C 200* Introduction to Mass Communication
- JOUR-J 200* Writing for Mass Media
- JOUR-J 210 Visual Communication
- JOUR-J 341 Newspaper Reporting
- FINA-P 323 Introduction to Web Design

Pre-MBA Cognate Core (30 credit hours)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 280 Applied Statistics for Business and Economics I
- BUS-F 301 Financial Management
- BUS-K 321 Management Information Systems
- BUS-P 301 Operations Management
- BUS-M 301 Introduction to Marketing Management
- MATH-M 119 Brief Survey of Calculus I

Psychology Cognate Core (16-18 credit hours)

NOTE: Students enrolling in PSYC-P 493 must have program director's approval. Students will work with a professor to propose and carry out at least a one credit hour Informatics project related to any 300- or 400- level psychology class.

- PSY-P 101* Introductory Psychology 1
- PSY-P 102* Introductory Psychology 2
- PSY-P 341 Research and Quantitative Methods I
- PSY-P 342 Research and Quantitative Methods II
- PSY-P 493 Independent Study*

Psychology Cognate Electives

Choose any <u>one course</u> from the list below.

- PSY-P 324 Abnormal Psychology
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology
- PSY-B 378 Introduction to Industrial Psychology

Public Service & Public Policy Cognate Core (15 credit hours)

- POLS-Y 103* Introduction to American Politics
- POLS-Y 205 Analyzing Politics

Public Service & Public Policy Cognate Electives

Choose four of the following

- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Public Policy
- POLS-Y 304 Constitutional Law
- POLS-Y 306 State Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 379 Ethics in Public Policy
- POLS-Y 402 Public Budgeting
- POLS-Y 403 Legal Issues in Public Bureaucracy
- POLS-Y 404 Public Personnel Management

Sociology Cognate Core (18 credit hours)

- SOC-S 163* Social Problems
- SOC-S 380 Methods and Statistics 1
- SOC-S 381 Methods and Statistics 2

Sociology Cognate Electives

Choose any <u>three courses</u> from the list below.

- SOC-S 305 Population
- SOC-S 314 Social Aspects of Health & Medicine
- SOC-S 319 Science, Technology & Society
- SOC-S 360 Topics in Social Policy
- SOC-S 405 Selected Social Institutions
- SOC-R 481 Evaluation Research Methods

<u>General & Upper-Level Electives</u>

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Bachelor of Science in Informatics - Online Collaborative
Program Description

This is a joint degree offered by six campuses of IU, under the direction of the Office of Collaborative Academic Programs. A faculty team, with representation from each campus, developed the shared curricular framework

for this degree. The joint degree format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions that those students might not otherwise have. Students may take informatics courses from any of the six participating campuses and have those courses apply to their degree at their home campus.

Learning Outcomes

1. Foundations of Informatics and Computing
   1. Knowledge of discrete mathematics (Sets, functions, etc.)
   2. Ability to understand and apply statistics for data analysis
   3. Ability to understand and apply the concepts of probability
   4. Basics of computers and informatics (including hardware, software, survey of informatics cognates)
   5. Knowledge of basic information representation: (binary, octal, and hex number systems)

2. Problem Solving and Programming
   1. Basic problem solving techniques (pseudocoding, flow charting)
   2. Low level representation of data (bit, byte, int, float, char, unicode, string, audio, video, image)
   3. Fundamental programming skills (variables, conditionals, loops, subprograms, and parameter passing)
   4. Proficiency in at least one programming language. Proficiency is defined as the ability to design, implement, test, and debug structured and object-oriented programs.
   5. Ability to design, implement, test, and debug web-based solutions
   6. Ability to discuss and/or construct memory based structures and algorithms (Arrays (single, multidimensional), Lists (single, double, circular), stacks,queues, binary trees)

3. Analysis and Design of Large Systems
   1. Ability to use object oriented modeling to devise a solution to a large-scale problem
   2. Ability to perform functional decomposition of a large-scale problem
   3. Ability to develop a data model and subsequent design and implementation of a database for a discipline-specific problem (including knowledge of XML and SQL)
   4. Ability to carry out key tasks of project management as it relates to large information systems projects
   5. Ability to identify elements of proper interface design, and ability to build user-centered interfaces

4. Collaboration and Teamwork with Emphasis on Virtual Teams
   1. Proficiency of contemporary technological tools for communication and collaboration
   2. Proficiency of technological tools for collaboratively designing and coding programs
   3. Ability to effectively utilize oral, written, and visual communications of both qualitative and quantitative information within the context of a team
   4. Skills, behaviors and attitudes necessary to function as an effective team member

5. Societal and Ethical Implications of Informatics
   1. Articulate legal and ethical issues when using the creative work of others; respect the intellectual property of others
   2. Awareness of societal laws and ethical use of information including the use of scenarios and cases to show the applications of ethical principles
   3. Understanding of information privacy laws
   4. Create a personal code of ethics; articulate principles for resolving ethical conflicts
   5. Applications of ethical principles in research (IRB, human subject studies, animal studies, maintaining anonymity and proper data handling)

6. Application of Informatics Skills to Another Area of Specialization (cognate)
   1. Assessed by each cognate area

Degree Requirements

Students receiving the Bachelor of Science in Informatics degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Informatics Core (48 cr.)
- Specialization Area (15 - 18 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

Informatics Core (48 cr.)

Note about required INFO-C courses: These courses were created for joint online program, and are not exact replicas of he INFO-I courses taken by students in the on-campus program. Instead they contain the breadth of possibilities offered by all participating campuses combined and when viewed in their entirety provide the same core learning outcomes as the on-campus face-to-face programs.

Dept.	Course Number	Course Name	Credit Hours	Minimum Grade
INFO-C	100	Informatics Foundations	3	C
INFO-C	112	Tools of Informatics: Programming and Databases	3	C
INFO-C	201	Mathematical Foundations	3	C

		of Informatics		
INFO-C	203	Social Informatics	3	C
INFO-C	210	Problem Solving and Programming I	3	C
INFO-C	211	Problem Solving and Programming II	3	C
INFO-C	300	Human Computer Interaction	3	C
INFO-C	307	Data Representation and Organization	3	C
INFO-C	399	Database Systems	3	C
INFO-C	413	Web Design and Development	3	C
INFO-C	450	System Design	3	C
INFO-C	451	System Implementation	3	C
INFO-C	452	Project Management	3	C
INFO-	XXX	Informatics Electives	9	C

Specialization Area (15 - 18 cr.)

Students must complete one of the following specializations: Business, Health Information Management, Legal Informatics, Enterprise Resource Planning or Sustainability.

Business (15 cr.)

- BUS-J 404 Business and Society
- BUS-Z 440 Personnel: Human Resource Management
- Complete one of the following:
    - BUS-A 200 Foundations of Accounting
    - BUS-A 201 Introduction to Financial Accounting
    - BUS-A 202 Introduction to Managerial Accounting
- Complete one of the following:
    - BUS-M 300 Introduction to Marketing
    - BUS-M 301 Introduction to Marketing Management
- Complete one of the following:
    - BUS-F 301 Financial Management
    - BUS-F 302 Financial Decision Making

Health Information Management (15 cr.)

- Complete one of the following:
    - HIM-M 330 Medical Terminology
    - HIM-M 195 Medical Terminology
    - AHLT-M 195 Medical Terminology
    - AHLT-M 330 Medical Terminology

- Complete one of the following:
    - HIM-M 108 Introduction to Health Information Management
    - HIM-M 101 Introduction to Health Records
    - AHLT-M 192 Introduction to Health Information Management and Reimbursement
    - AHLT-M 392 Introduction to Health Information Management and Reimbursement

- Complete one of the following:
    - HIM-M 325 Health Information Requirements and Standards I
    - HIM-M 301 Healthcare Quality and Information Management

- Complete one of the following:
    - HIM-M 425 Quantitative Analysis of Health Information
    - HIM-M 107 Computer Application in Health Information Technology

- Complete one of the following:
    - HIM-M 350/351 (6 cr.) Pathophysiology and Pharmacology for HIM I & II
    - HIM-M 410 Computer Systems in Healthcare

Legal Informatics (15 cr.)

- INFO-C 401 Foundations in Legal Informatics
- INFO-C 402 Legal and Social Informatics of Security
- INFO-C 403 Electronic Discovery
- INFO-C 404 Litigation Support Systems and Courtroom Presentations
- INFO-C 405 Technology and the Law

Enterprise Resource Planning (18. cr)

- BUS-A 200 Introduction to Financial Accounting
- BUS-K 321 Management of Information Technology
- Complete two of the following:
    - BUS-M 300 Introduction to Marketing
    - BUS-F 301 Financial Management
    - BUS-P 301 Operations Management
    - BUS-P 421 Supply Chain Management

- BUS-K 301 Enterprise Resource Planning
- Complete one of the following:
    - BUS-K 440 Business Intelligence
    - BUS-S 435 Advanced Topics in Computer Information Systems

Sustainability (15 cr.)

- SUST-S 201 Foundations of Sustainability
- Complete 9 credit hours from the two following lists with at least one course from each
    - Science Options:

- AHLT-H 331 Environmental Health
- GEOG-G 315 Environmental Conservation
- GEOL-G 185 Global Environmental Change
- GEOL-G 400 Energy: Sources and Needs
- GEOL-G 476 Climate Change Science

- Social Science, Cultural, Economic Options:
  - BUS-B 399 Business and Society
  - GEOG-G 338 Geographic Information Systems
  - PHIL-P 306 Business Ethics
  - POLS-Y 308 Urban Politics
  - SOC-S 308 Global Society
  - SUST-B 399 Human Behavior and Social Institutions

- Complete one of the following
  - SUST-S 490 Sustainability Practicum
  - SUST-S 491 Internship in Sustainability

Academic Policies Specific to this Collaborative Degree Program

1. Movement between on-campus degree programs and the collaborative B.S. in Informatics

To provide flexibility in scheduling for students, while maintaining the continuity of the informatics program, the faculty will identify specific points in the informatics curriculum when students can move back and forth between the online and on-campus programs. At any other point in the program, students who are currently enrolled in an on-campus informatics program must receive permission from their advisor and the campus informatics director to change to the collaborative online program. Similarly, students who are currently enrolled in the collaborative online program must receive permission to change to an on-campus program. The student's campus of enrollment will determine how often such permission may be granted to a particular student.

Minor in Informatics

Students interested in the Informatics Minor are required to take the following:

- Three courses from the Informatics core course list.
- Two courses from the upper division Informatics courses.

Why obtain a Minor in Informatics?

- Informatics and computing are affecting almost all human endeavors.
- Adding an Informatics Minor will complement and enhance a student's major area of study.
- The graduate will more effectively use technology in her/his vocations and avocations.

Suggested Informatics Minor Tracts (Sequence)

Transdisciplinary Track - Informatics Minor (can be completed in 1 year - Spring, Summer, Fall)

- INFO-I 101
- INFO-I 202
- INFO-I 303
- INFO-I 330
- INFO-I 356

The Transdisciplinary Track is recommended for students pursuing a non-technical major. Many of the courses on the Transdisciplinary Track are offered online, so it is a very flexible track that can be accommodated into one's schedule easily. Students interested in the Transdisciplinary Track should contact the Academic Advisors in the School of Natural Sciences (LF 258) for personal guidance on developing a semester-by-semester course plan.

Design Track - Informatics Minor

- INFO-I 101
- INFO-I 210
- INFO-I 300
- INFO-I 303
- INFO-I 330

Technical Track - Informatics Minor

- INFO-I 101
- INFO-I 210
- INFO-I 308
- INFO-I 320
- INFO-I 427

Note: *INFO-I 110 and INFO-I 111 are recommended for students with no prior exposure to computer programming.*

Mathematics

Indiana University Southeast offers Bachelor of Arts and Bachelor of Science degrees in mathematics which provide a sound background for students who plan on studying for advanced degrees in mathematics, as well as for students who plan on following careers in industry, business, or education.

Contact Information

Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/mathematics/

Academics
Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Science

Minors

- Mathematics Minor

Program Information
Student Learning Goals

1. Students will demonstrate mathematical knowledge.
2. Students will demonstrate analytical and reasoning skills.
3. Students will be prepared for further study and for careers in their field.

Mathematics BA Residency Requirement

The Mathematics Department enforces the IU Southeast Residency Requirement and the School of Natural Science Residency Requirement with no additions.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Arts in Mathematics degree program, students must meet the School of Natural Science's admission requirements and complete MATH-M 215 (Analytic Geometry & Calculus I) with a grade of C or better.

Mathematics (Bachelor of Science)

The Bachelor of Science in Mathematics gives a sound preparation in mathematics along with substantial background in the natural sciences. The BS in Mathematics will prepare students for a career in the actuarial field, statistics, or data analysis, or graduate study in mathematics, statistics, or related fields. The degree can be readily completed along with a degree in secondary education for students who wish to teach high school mathematics. With suitable electives, the degree may prepare a student for graduate study in computer science or careers in software development, management science, finance, or other areas in business or industry. Students preparing for graduate study in mathematics are encouraged to take both sequences, MATH-M 403-404 and MATH-M 413-414.

Mathematics

Because the BS in Mathematics shares many courses with the BS in Secondary Education with a major in mathematics, it is straightforward to complete a double degree in these areas. It is also not difficult to complete double degrees in Computer Science/Math-Science Option with the BS in Mathematics. The BS in Mathematics can be combined with coursework in business for those interested in careers in actuarial science, finance, or management science.

Student Learning Goals

1. Students will acquire mathematical knowledge.
2. Students will develop analytical and reasoning skills.
3. Students will be prepared for further study and for careers in their field.

Mathematics BS Residency Requirement

The Mathematics Department enforces the IU Southeast Residency Requirement and School of Natural Sciences Residency Requirement with no additions.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Science in Mathematics degree program, students must meet the School of Natural Science's admission requirements and complete MATH-M 215 (Analytic Geometry with Calculus I) with a grade of C or better.

General Education Component

All students pursuing the Bachelor of Science in Mathematics must complete the campus General Education Core Requirements. See *General Education Component for all IU Southeast Bacalaureate Degrees* for a complete listing of requirements.

Core Program

All courses listed below require a grade of C or better. Courses marked with an asterisk (*) can be used to satisfy a General Education Core Requirement.

Written Communication

- ENG-W 234* Technical Report Writing

 AND

- MATH-M 380 History of Mathematics

Career Focus

 Choose one of the following

- NATS-S 100 Introduction to Pre-Professional Science Studies
- EDUC-F 200 Examining self as Teacher

 Choose one of the following

- *Two semesters of the same foreign language*
- *Eight hours of courses in the School of Education*
- *Eight hours in Computer Science above the CSCI-C 201-202 sequence already required by the BS in Mathematics*

Science Requirements

- BIOL *Three (3) credit hours in Biology*
- CSCI-C 201 Computer Programming II
- CSCI-C 202 Introduction to Software Systems

Student must choose one of two options:

Physics PHYS-P 221-222 or CHEM-C 105-125 and C106-126

- PHYS-P 221* Physics I
- PHYS-P 222 Physics II

OR

- CHEM-C 105* Principles of Chemistry I
- CHEM-C 125* Experimental Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II

Mathematics Core

- MATH-M 215* Analytic Geometry and Calculus I
- MATH-M 216 Analytic Geometry and Calculus II
- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 311 Calculus 3
- MATH-M 360 Elements of Probability
- MATH-M 366 Statistical Inference
- MATH-M 391 Introduction to Mathematical Reasoning
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 413 Introduction to Analysis I

Choose one of the following

- MATH-M 493 Senior Thesis in Mathematics
- EDUC-F 401 Topical Exploration in Education

Mathematics Electives (Select 3 of the following.)

Note: Courses selected to satisfy the Written Communication Requirement and the Math Sequence Requirement may not double count as Mathematics Electives.

- MATH-M 312 Calculus IV
- MATH-M 313 Elementary Differential Equations with Applications
- MATH-M 366 Elements of Statistical Inference
- MATH-M 380 History of Mathematics
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 404 Introduction to Modern Algebra II
- MATH-M 405 Number Theory
- MATH-M 413 Introduction to Analysis I
- MATH-M 414 Introduction to Analysis II
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 421 Elementary Topology I
- MATH-M 422 Elementary Topology II
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 436 Introduction to Geometries
- MATH-M 471 Numerical Analysis I

Because the B.S. in Secondary Education (teaching major in mathematics) requires a substantial amount of mathematics, it is straightforward to complete a B.S. in Mathematics as well as the B.S. in Secondary Education by completing the latter degree and taking several additional courses. Likewise, it is straightforward to complete the B.S. in Mathematics along with the B.S. in Computer Science (Mathematics/Science Option), by completing the latter degree and taking several additional courses. Students pursuing either option will receive a double degree (not a double major) by completing all required courses for each degree. Please contact the Mathematics Department advisor for more information.

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Mathematics (Bachelor of Arts)

The Bachelor of Arts in Mathematics gives a sound preparation in mathematics for students who desire a broad liberal arts education. A BA in mathematics will prepare a student for graduate study in mathematics, statistics, or related fields, as well as career paths suitable for all liberal arts degrees, such as law. A BA in mathematics will prepare a student to enter careers in statistics, data analysis, or the actuarial field. With suitable electives, a the degree will prepare a student for further study in management science, finance, or other areas. Students preparing for graduate study in mathematics are encouraged to take both sequences, MATH-M 403-404 and MATH-M 413-414.

Mathematics

General Education Component

All students pursuing the Bachelor of Arts in Mathematics must complete the campus General Education Core Requirements. See *General Education Component for all*

IU Southeast Baccalaureate Degrees for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in *Bachelor of Arts Degree Requirements.*

Written Communication

- ENG-W 234 Technical Report Writing
- MATH-M 380 History of Mathematics

Science Requirement

- CSCI-C 201 Computer Programming II

Mathematics Core

- MATH-M 215 Analytic Geometry and Calculus I
- MATH-M 216 Analytic Geometry and Calculus II
- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 311 Calculus III
- MATH-M 360 Elements of Probability
- MATH-M 366 Statistical Inference
- MATH-M 391 Introduction to Mathematical Reasoning
- Math-M 403 Introduction to Modern Algebra I
- MATH-M 413 Introduction to Analysis 1

  #### Choose one of the following

- MATH-M 493 **Senior** Thesis
- EDUC-F 401 Block four

  #### Career Focus: Choose one for the following

- NATS-S 100 Introduction to Pre-professional Science Studies
- EDUC-F 200 Examining Self As Teacher

Mathematics Elective

The student must take one additional mathematics course at the 300 or 400 level (excluding K 300).

Note: Courses selected to satisfy the Written Communication Requirement and the Math Sequence Requirement may not double count as the Mathematics Elective.

These requirements are a minimum; those students who are planning graduate study in mathematics are strongly encouraged to take both of the sequences M 403-M 404 and M 413-M 414. In addition, it is strongly recommended that the candidate take electives in areas related to mathematics. Depending on interests and goals, the candidate may choose these from other mathematics offerings; from computer science offerings such as C 251; from physics offerings such as P 221-P 222; from chemistry offerings such as C 105-C 106; or from various education courses leading to certification.

- MATH-M 312 Calculus IV
- MATH-M 313 Elementary Differential Equations with Applications
- MATH-M 380 History of Mathematics
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 404 Introduction to Modern Algebra II
- MATH-M 405 Number Theory

- MATH-M 413 Introduction to Analysis I
- MATH-M 414 Introduction to Analysis II
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 421 Elementary Topology I
- MATH-M 422 Elementary Topology II
- MATH-M 425 Graph (Network) Theory and Combinatorial Theory
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 447 Mathematical Models and Applications I
- MATH-M 471 Numerical Analysis I

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Mathematics
Minor Requirements

All courses listed below require a grade of C or better.

Complete all three courses below:

- MATH-M 215 Calculus I
- MATH-M 216 Calculus II
- MATH-M 311 Calculus III

Complete one of the three courses below:

- MATH-M 303 Linear Algebra for Undergraduates
- MATH-M 313 Elementary Differential Equations with Applications
- MATH-M 360 Elements of Probability

Physics
Contact Information
Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/physics/

Academics
Undergraduate Degrees

- Bachelor of Arts

Minors

- Physics Minor

Program Information
Vision Statement

Physics is the connection of explanatory concepts, principles, theories and hypotheses to the physical world.   These connections are often made in a quantitative way using the language of mathematics. Verification of the accuracy of these conceptual connections rests in measurements made of the physical world.

It is the actual process of how the scientific community makes the connection between concepts and physical measurements which insures that scientific knowledge is reliable. This is science's most important feature.   Communicating an understanding of this process to students is the primary goal of all physics courses taught at IUS.

Student Learning Goals

1. Students will demonstrate an understanding of the role of empirical data in establishing scientific knowledge.
2. Students will demonstrate an understanding that, in addition to empirical evidence, science involves skepticism and rational arguments; that it is not opinion but is rather a reasoned consensus among informed experts which improves over time.
3. Students demonstrate an understanding of several paradigm examples of the fundamental conceptual models which underlie our current understanding of the physical world.
4. Students demonstrate technical skill in the use of several fundamental tools used in physics.

Physics BA Residency Requirement

In addition to the University Credit Hour & Residency Requirement, Physics Majors must complete the Capstone Course (PHYS-S406) and a minimum of two upper-level (300-400 level) Physics courses in residence at IU Southeast.

Degree Program Admission Requirements

To be fully admitted to the Bachelor of Arts in Physics degree program, students must meet the School of Natural Science's admission requirements and complete PHYS-P221 (Physics I) with a grade of C or better.

Physics (Bachelor of Arts)
The physics department at IUS has a vibrant atmosphere despite its small size. Small class sizes and a small student to teacher ratio are conducive to effective learning, manifested in the fact that the gain scores in national standardized assessment tests in the introductory physics courses are considerably higher than the national average. All full-time physics faculty members at IUS hold a Ph. D. degree. The faculty members engage in research and scholarship and publish regularly in internationally recognized peer-reviewed journals. Plenty of opportunities exists for undergraduate students to gain professional experience by working closely with faculty and getting involved in their research projects.

Physics

General Education Component

All students pursuing the Bachelor of Arts in Physics must complete the campus General Education Core Requirements. See *General Education Component for all IU Southeast Baccalaureate Degrees* for a complete listing of requirements.

Students must also complete the campus BA Distribution requirements as stated in *Bachelor of Arts Degree Requirements.* Courses marked with an asterisk (*) below will satisfy a General Education or BA Distribution Requirement.

Mathematics Requirements
- MATH-M 215* Analytic Geometry and Calculus I
- MATH-M 216 Analytic Geometry and Calculus II

- MATH-M 311 Calculus III
- MATH-M 313 Differential Equations

Chemistry Requirements

- CHEM-C 105* General Chemistry I
- CHEM-C 125* Experimental Chemistry I
- CHEM-C 106 General Chemistry II
- CHEM-C 126 Experimental Chemistry II

Computer Science Requirements

- CSCI-C 201 Computer Programming II
- CSCI-C 202 Introduction to Software Systems

Physics Requirements

- PHYS-P 221* Physics I
- PHYS-P 222 Physics II
- PHYS-P 301 Physics III
- PHYS-P 309 Intermediate Physics Lab
- PHYS-P 331 Theory of Electricity and Magnetism I
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics
- PHYS-P 453 Intro. to Quantum Mechanics
- PHYS-S 406 Physics Research/Capstone

General & Upper-Level Electives

Students must complete a minimum of 120 credit hours and 30 credit hours at the 300-level or above. Elective courses may be necessary to complete the minimum credit hour requirements.

Minor in Physics
Minor Requirements

All courses listed below require a grade of C or better.

Complete a minimum of 18 credit hours of physics.

- PHYS-P 201 & 202 General Physics I & II

 OR

- PHYS-P 221 & 222 Physics I & II

 Complete each of the following

- PHYS-P 301 Physics III
- PHYS-P 309 Modern Physics Lab
- PHYS-P One additional course, 300-level or above

Sustainability
Contact Information
Natural Sciences Office: (812) 941-2284
Website: https://www.ius.edu/sustainability/

Academics
Undergraduate Degrees

- Sustainability and Regeneration Bachelor of Arts
- Sustainability and Regeneration Bachelor of Science
- Sustainability Studies Bachelor of Arts - Online

Undergraduate Certificates

- Sustainability Certificate

Minors

- Sustainability and Regeneration Minor

Learning Outcomes
1. Students demonstrate knowledge in fundamental areas of sustainability and regeneration.
2. Students demonstrate critical thinking and knowledge integration.
3. Students demonstrate applied skills of leadership and collaboration.

Sustainability and Regeneration (Bachelor of Science)
Program Description

The Brundtland Commission (formerly, the World Commission on Environment and Development, 1987) envisioned the concept: sustainable development is development that "meets the needs of the present generation without compromising the ability of future generations to meet their own needs." The logical components of a sustainable development strategy encompass environmental, economic, social, and political elements. This bachelor's curriculum is a truly multidisciplinary program, based on the three pillars of sustainability: environmental, social and economic.

Students attracted to the sustainability degree are expected to work for governments, private businesses, and special interest organizations that seek to sustain and improve both current and future conditions for life on earth. The interdisciplinary degree seeks to provide them with skills and perspectives that will serve the development of their own rewarding careers in this field.

The strengths of the BS program are:

- Offers a holistic interdisciplinary approach.
- Engages students in relevant civic engagement opportunities in the Southern Indiana - Louisville metropolitan region.
- Provides an alternative program for students interested in environmental issues but less interested in scientific occupations.
- Enhances the practical experience with courses in the social sciences, humanities, natural
- sciences, and business.
- Requires application of knowledge with independent research in a project.

Degree Requirements

- *General*

Complete 120 total credit hours, with at least 30 at the 300-400 (upper division) level, and a program cumulative grade point average of 2.0.

- *General Education Requirements (30 credit hours)*

Complete the University General Education requirements. Note: Some of the course options in some categories of the General Education curriculum also fulfill specific major requirements. Please see annotations in major grid below, identifying these double-duty courses, for maximizing your degree completion efficiency.

- *Major*
  - *Breadth Requirements (15 credit hours)*

Mathematics and Statistics

- MATH-A 118[1] Finite Math for Social and Biological Sciences

AND

- MATH-K 300 Statistical Techniques for Health Professions

OR

- PSY-P 341 Research in Psychology I

OR

- SOC-S 380 Methods of Social Research

OR

- ECON-E 280 Applied Statistics for Business and Economics

Social and Natural Sciences

- GEOG-G 338 Geographic Information Science

OR

- ECON-E 338 Business and Economic Applications of Geographical Information Systems

AND

- SOC-S 163[2] Social Problems

OR

- SOC-S 203 Sociological Concepts and Perspectives

Research Writing: Choose one

- ENG-W 231[3] Professional Writing Skills
- ENG-W 234[3] Technical Report Writing
- ENG-W 270[3] Argumentative Writing

[1] Fulfills General Education Quantitative Reasoning requirement too.

[2] Fulfills General Education Social and Behavioral Sciences requirement too.

[3] Fulfills General Education Second Level Written Communications Requirements too.

- *Primary Sustainability Courses (12 credit hours)*
- SUST-S 211 Sustainability and Regeneration: The Essentials
- PHYS-P 120 Energy and Technology
- PHIL-P 237 Environmental Ethics
- SOC-S 309 The Community

- Secondary Sustainability Courses (9 credit hours)

Complete one course from each discipline, Environmental, Social, and Economic Sustainability

Environmental Sustainability: Choose one

- EDUC-Q 450/550 Science Technology and Society for a Changing World

- BIOL-L 200 Environmental Biology and Conservation

Social Sustainability: Choose one

- SOC-S 305 Population
- SOC-S 308 Global Society

Economic Sustainability: Choose one

- POLS-Y 376 International Political Economy
- ECON-E 363 Environmental and Natural Resource Economics

- *Specialization Area (12-13 credit hours)*

Choose one specialization area and complete a minimum of 12-13 credit hours in that
area, beyond what was taken for Secondary Sustainability area above. Upper level (300-400 level) courses not used to fulfill the required secondary courses above may be used to fulfill this requirement. Course list is subject to change. Please consult with academic advisor for current offerings. Check schedule of classes for necessary pre-requisites.

Environmental Sustainability Track Options

- BIOL-L 303 Field Biology
- BIOL-L 343 Applied Conservation Biology
- BIOL-L 473/474 Ecology (lecture+ lab)
- CHEM-C 303 Environmental Chemistry
- CHEM-C 305 Environmental Chemistry Seminar
- CHEM-C 318 Spectrochemistry and Separations
- CHEM-C 333 Experimental Environmental Chemistry
- EDUC-Q 450 Science, Technology, & Society for a Changing World
- GEOG-G 304 Physical Climatology
- GEOG-G 307 Biogeography
- GEOG-G 308 Disasters: Natural and Human Induced
- GEOG-G 314 Urban Geography
- GEOG-G 315 Environmental Conservation
- GEOG-G 338 Geographic Information Science
- GEOG-G 369 Geography of Food
- GEOG-G 404 Geography of Soils
- GEOL-G 300 Environmental and Urban Geology
- GEOL-G 400 Energy:Sources and Needs
- GEOL-G 430 Principles of Hydrology
- GEOG-G 438 Advanced Geographic Information Systems
- GEOG-G 439 GIS and Environmental Analysis
- MICR-M 420 Environmental Microbiology
- PHYS-P 310 Environmental Physics

Social Sustainability Track Options

- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-H 243 Environmental History
- HIST-H 373 History of Science and Technology
- PSY-P 488 Environmental Psychology and Sustainable Living
- POLS-Y 303 Policy Making in the U.S

- REL-R 371 Religion, Ethics, and the Environment
- SOC-R 463 Inequality and Society
- SOC-S 305 Populations
- SOC-S 308 Global Society
- SUST-S 361 Substantiality Abroad

Economic Sustainability Track Options

- ECON-E 363 Environmental and Natural Resource Economics
- POLS-Y 376 International Political Economy
- SOC-S 360 Topics in Social Policy
- SOC-S 419 Social Movements and Collective Action
- SOC-S 403 Industry, Labor, and Community

Internship Option

Students may elect a COAS-S 399 Internship as part of the specialization area. A maximum of 2 credit hours of internship credit may be applied to the specialization area; and must be pre-approved by faculty member sponsoring the internship.

- *Required Associated Discipline Minor (15-20)*

Bachelor's of Science students choose and complete a minor related to their area of specialization. Courses taken elsewhere in the degree may count toward the minor requirements.

Environmental Sustainability

- Biology
- Environmental Chemistry
- Geography
- Geology
- Geosciences
- Microbiology
- Physics

Social Sustainability

- Creative Writing
- History
- Literature
- Philosophy
- Professional Writing
- Psychology
- Sociology
- Writing

Economic Sustainability:

- Economics
- Political Science

- *Senior Experience Requirements (6 credit hours)*

To begin work on the Senior Experience, students must have completed all primary and secondary coursework as well as a minimum of 5 credits of specialization courses. As part of the Senior Experience, all students must complete one Experiential Learning Course and the Sustainability Capstone course.

- SUST-S 491 Internship in Sustainability
- SUST-S 415 Research in Sustainability and Regeneration

Capstone Course

- SUST-S 410 Readings in Sustainability and Regeneration

Sustainability and Regeneration (Bachelor of Arts)

Program Description

The Brundtland Commission (formerly, the World Commission on Environment and Development, 1987) envisioned the concept: sustainable development is development that "meets the needs of the present generation without compromising the ability of future generations to meet their own needs." The logical components of a sustainable development strategy encompass environmental, economic, social, and political elements. This bachelor's curriculum is a truly multidisciplinary program, based on the three pillars of sustainability: environmental, social and economic.

Students attracted to the sustainability degree are expected to work for governments, private businesses, and special interest organizations that seek to sustain and improve both current and future conditions for life on earth. The interdisciplinary degree seeks to provide them with skills and perspectives that will serve the development of their own rewarding careers in this field.

The strengths of the BA program are:

- Offers a holistic interdisciplinary approach.
- Engages students in relevant civic engagement opportunities in the Southern Indiana - Louisville metropolitan region.
- Provides an alternative program for students interested in environmental issues but less interested in scientific occupations.
- Enhances the liberal arts experience with courses in the social sciences, humanities, natural sciences, and business.

Degree Requirements

- *General*

Complete 120 total credit hours, with at least 30 at the 300-400 (upper division) level, and a program cumulative grade point average of 2.0.

- *General Education Requirements (30 credit hours)*

Complete the University General Education requirements. Note: Some of the course options in some categories of the General Education curriculum also fulfill specific major requirements. Please see annotations in major grid below, identifying these double-duty courses, for maximizing your degree completion efficiency.

- *Bachelor of Arts Distribution Requirements (27 credits hours)*

Complete the additional BA Distribution requirements beyond General Education. Note: Some of the course options in some categories of the BA Distribution curriculum also fulfill specific major requirements. Please see annotations in major grid below, identifying these double-duty courses, for maximizing your degree completion efficiency.

- *Major*

- *Breadth Requirements (9 credit hours)*

- *Mathematics:*

  - MATH-A 118[1] Finite Math for Social and Biological Sciences

Social Sciences: Choose one

  - SOC-S 163[2] Social Problems
  - SOC-S 203[2] Sociological Concepts & Perspectives

Research Writing: Choose one

  - ENG-W 231[3] Professional Writing Skills
  - ENG-W 234[3] Technical Report Writing
  - ENG-W 270[3] Argumentative Writing

[1]Fulfills General Education Quantitative Reasoning requirement too.

[2]Together fulfill both the General Education and BA Distribution Requirements in Social Sciences too.

[3]Fulfills General Education Second Level Writing requirement too.

- *Primary Sustainability Courses (12 credit hours)*

- SUST-S 211 Sustainability and Regeneration: The Essentials

- PHYS-P 120[1] Energy and Technology
- PHIL-P 237 Environmental Ethics
- SOC-S 309 The Community

[1]Also fulfills BA Distribution requirement in Natural Sciences.

- *Secondary Sustainability Courses (9 credits)*

Complete one course from each discipline, Environmental, Social and Economic sustainability.

Environmental Sustainability: Choose one

- EDUC-Q 450 Science Technology and Society for a Changing World
- BIOL-L 200 Environmental Biology and Conservation

Social Sustainability: Choose one

- SOC-S   305 Population
- SOC-S 308 Global Society

Economic Sustainability: Choose One

- POLS-Y 376 International Political Economy
- ECON-E 363 Environmental and Natural Resource Economics

- *Specialization Area Requirements (12-13)*

Choose one specialization area and complete a minimum of 12-13 credit hours in that
area, beyond what was taken for Secondary Sustainability area above. Upper level (300-400 level) courses not used to fulfill the required secondary courses above may be

used to fulfill this requirement. Course list is subject to change. Please consult with academic advisor for current offerings. Check schedule of classes for necessary pre-requisites.

Environmental Sustainability Options

- BIOL-L 303 Field Biology
- BIOL-L 343 Applied Conservation Biology
- BIOL-L 473/474 Ecology (lecture+ lab)
- CHEM-C 303 Environmental Chemistry
- CHEM-C 305 Environmental Chemistry Seminar
- CHEM-C 318 Spectrochemistry and Separations
- CHEM-C 333 Experimental Environmental Chemistry
- EDUC-Q 450 Science, Technology, & Society for a Changing World
- GEOG-G 304 Physical Climatology
- GEOG-G 307 Biogeography
- GEOG-G 308 Disasters: Natural and Human Induced
- GEOG-G 314 Urban Geography
- GEOG-G 315 Environmental Conservation
- GEOG-G 338 Geographic Information Science
- GEOG-G 369 Geography of Food
- GEOG-G 404 Geography of Soils
- GEOL-G 300 Environmental and Urban Geology
- GEOL-G 400 Energy:Sources and Needs
- GEOL-G 430 Principles of Hydrology
- GEOG-G 438 Advanced Geographic Information Systems
- GEOG-G 439 GIS and Environmental Analysis
- MICR-M 420 Environmental Microbiology
- PHYS-P 310 Environmental Physics

Social Sustainability Options

- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-H 243 Environmental History
- HIST-H 373 History of Science and Technology
- PSY-P 488 Environmental Psychology and Sustainable Living
- POLS-Y 303 Policy Making in the U.S
- REL-R 371 Religion, Ethics, and the Environment
- SOC-R 463 Inequality and Society
- SOC-S 305 Populations
- SOC-S 308 Global Society
- SUST-S 361 Sustainability Abroad

Economic Sustainability Options

- ECON-E 363 Environmental and Natural Resource Economics
- POLS-Y 376 International Political Economy
- SOC-S 360 Topics in Social Policy
- SOC-S 419 Social Movements and Collective Action
- SOC-S 403 Industry, Labor, and Community

Internship Option

Students may elect a COAS-S 399 Internship as part of the specialization area. A maximum of 2 credit hours of internship credit may be applied to the specialization area; and must be pre-approved by faculty member sponsoring the internship.

- *Senior Experience Requirements (6 credit hours)*

To begin work on Senior Experience, student must have completed all primary & secondary coursework as well as a minimum of 5 credits of specialization courses. As part of the Senior Experience, all students must complete one Experiential Learning Course and the Sustainability Capstone course.

Experiential Learning: Choose one

- SUST-S 491 Internship in Sustainability
- SUST-S 415 Research in Sustainability and Regeneration

Capstone

- SUST-S 410 Readings in Sustainability and Regeneration

Minor in Sustainability and Regeneration

The Minor in Sustainability provides an interdisciplinary combination of courses in a liberal arts setting that will prepare students for careers in environmental and sustainability education, advocacy, and management.

Minor Requirements
All courses listed below require a grade of C or better.

Primary Courses (Complete each of the following)

- SUST-S 211 Sustainability and Regeneration: The Essentials
- PHYS-P 120 Energy & Technology
- PHIL-P 237 Environmental Ethics
- SOC-S 309 The Community

Secondary Courses (Complete one course from each discipline below)

Environmental Science (Choose one)

- EDUC-Q 450 & 550 Science Technology & Society in a Changing World
- BIOL-L 200 Environmental Biology

Social Sustainability (Choose one)

- SOC-S 305 Populations & Human Ecology
- SOC-S 308 Global Society

Economic Sustainability (Choose one)

- ECON-E 363 Environmental & Natural Resources
- POLS-Y 376 International Political Economy

Bachelor of Arts in Sustainability Studies - Online
Degree Requirements

Students receiving the Bachelor of Arts in Sustainability Studies must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)

- Bachelor of Arts Distribution Requirement (15 cr.)
- Sustainability Core (42 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Sustainability Core

- SUST-C 301 Foundations of Sustainability
- Complete 3 credits from the following
    - GEOG-G 107 Physical Systems of the Environment
    - GEOG-G 108 Physical Systems of the Environment - Lab (2 cr.)
    - GEOG-G 110 Intro to Human Geography
    - GEOG-G 111 Hurricanes (1 cr.)
    - GEOG-G 112 Thunderstorms and Tornadoes (1 cr.)
    - GEOG-G 113 Ozone Hole (1 cr.)
    - GEOG-G 114 Greenhouse Effect and Global Warming (1 cr.)
    - GEOG-G 123 Soil Survey
    - GEOG-G 208 Environment and Society
    - GEOL-G 135 Indiana Geology
    - GEOL-G 136 Indiana Geology - Lab (2 cr.)
    - GEOL-G 101 Intro to Earth Science
    - GEOL-G 107 Earth and our Environment
    - GEOL-G 110 How the Earth Works
    - GEOL-G 115 Intro to Oceanography
    - GEOL-G 185 Global Environmental Change
    - PHYS-P 120 Energy and Technology
- Complete one introductory level sustainability science course from the following:
    - GEOG-G 107 Physical Systems of the Enviroment
    - GEOG-G 108 Physical Systems of the Environment lab
    - GEOG-G 110 Human Geography in a Changing World
    - GEOL-G 101 Introduction to Earth Science
    - GEOL-G 185 Global Environmental Change
- Complete one upper-level sustainability science course from the following:
    - GEOL-G 400 Energy: Sources and Needs
    - BIOL-L 325 Ecological Principles
- Complete two courses in the Social & Behavioral Foundations of Sustainability from the following:
    - AAAD-A 301 Community Planning and Development
    - AAAD-D 3XX Minority People in the United States
    - AAAD-A 3XX The Urban Community
    - CHRI-C 3XX Topics in Latino Studies - Sustainability related topics
    - GEOG-G 315 Environmental Conservation

- POLS-Y 308 Urban Politics
- POLS-Y 346 Politics of the Developing World
- SOC-S 308 Global Society
- SUST-C 340 Social and Behavioral Foundations of Sustainability

- Complete 3 credits in Arts and Humanities and Sustainability from the following:
  - SUST-C 350 Sustainability in the Arts and Humanities
  - ENG-L 301 Early British Literature Survey: Through the eyes of Animals

- Complete 6 credits from the following
  - SOC-S 261 Research Methods in Sociology
  - SOC-S 262 Statistics for Sociology
  - ECON-E 270 Intro to Statistical Theory in Economics and Business
  - GEOG-G 338 Geographic Information Science
  - GEOG-G 438 Advanced Geographical Information Science
  - SUST-C 320 Methods and Applications in Sustainability

- Complete 3 credits from the following
  - ENGL-W 270 Argumentative Writing
  - ENG-W 231 Professional Writing Skills
  - ENG-W 234 Technical Report Writing
  - ENG-W 230 Science Writing
  - ENG-W 250 Writing in Context - Nature Writing

- Complete 3 credits in Business and Economics of Sustainability from the following:
  - GEOG-G 314 Urban Geography
  - PHIL-P 306 Business Ethics
  - SUST-C 360 Business and Economics of Sustainability

- Complete Sustainability Capstone
  - SUST-C 490 Capstone in Sustainability

- Sustainability Electives - Complete 6 additional credit hours from the noted lists.

Certificate in Sustainability

The certificate program provides an interdisciplinary combination of courses in a liberal arts setting that will prepare students for careers in environmental and sustainability education, advocacy, and management. The Brundtland Commission (formerly, the World Commission on Environment and Development, 1987) envisioned the concept: sustainable development is development that "meets the needs of the present generation without compromising the ability of future generations to meet their own needs." The logical components of a sustainable development strategy encompass environmental, economic, social, and political elements. Students attracted to the environmental and sustainability management certificate are expected to work for governments, private businesses, and special interest organizations that seek to sustain and improve both current and future conditions for life on earth. The interdisciplinary certificate program seeks to provide them with skills and perspectives that will serve the development of their own rewarding careers in this field. The strengths of the certificate program are: Offers a holistic interdisciplinary approach; Engages students in relevant civic engagement opportunities in the Southern Indiana - Louisville metropolitan region; Provides an alternative program for students interested in environmental issues but less interested in scientific occupations; Enhances the liberal arts experience with courses in the social sciences, humanities, natural sciences, education and business.

Student Learning Goals

1. Comprehend the three pillars of sustainability: Environmental, Social and Economic.
2. Explain their inter-relationships Environmental, Social and Economic sustainability.
3. Identify sustainability principles within their academic specialty.
4. Be able to begin to analyze local, national and global problems using sustainability principles
5. Be able to begin to apply principles of sustainability to propose solution local, national and global problems.
6. Document how sustainability principles have influenced personal and professional values.

Sustainability Certificate Residency Requirement

The Sustainability Certificate program enforces the IU Southeast Certificate Residency Requirement (minimum of 50% of total credits) with no additions.

Core Program
All courses listed below require a grade of C or better.

Primary Courses (Complete each of the following)

- PHYS-P 120 Energy & Technology
- PHIL-P 237 Environmental Ethics
- SOC-S 309 The Community

Secondary Courses (Complete one course from each discipline below)

Environmental Science (Choose one)

- EDUC-Q 450 & 550 Science Technology & Society in a Changing World
- BIOL-L 200 Environmental Biology

Social Sustainability (Choose one)

- SOC-S 305 Populations & Human Ecology
- SOC-S 308 Global Society

Economic Sustainability (Choose one)

- ECON-E 363 Environmental & Natural Resources
- POLS-Y 376 International Political Economy

Specialization Are (Choose one are and complete a minimum of 8 credit hours in that area.)

Environmental Sustainability Course List

- BIOL-L 303 Field Biology
- BIOL-L 343 Applied Conservation Biology
- BIOL-L &
- BIOL-L 473 &
- 474 Ecology &
- Ecology Lab

- BIOL-L 579 Community Ecology
- CHEM-C 303 Environmental Chemistry
- CHEM-C 305 Environmental Chemistry Seminar
- CHEM-C 318 Spectrochemistry & Separations
- CHEM-C 333 Experimental Environmental Chemistry
- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 307 Biogeography
- GEOG-G 315 Environmental Conservation
- GEOG-G 338 Geographic Information Science
- GEOG-G 432 Current Issues in Environmental Conservation
- GEOG-G 438 Advanced Geographic Information Systems
- GEOG-G 439 Seminar in Geographic Information
- GEOL-G 400 Energy: Sources and Needs
- MICR-M 420 Environmental Microbiology
- PHYS-P 310 Environmental Physics

Social Sustainability Course List

- REL-R 371 Religion, Ethics, and the Environment
- POLS-Y 303 Formation of Public Policy
- PSY-P 457 Topics in Psychology: Environmental Psychology & Sustainable Living
- SOC-S 305 Populations & Human Ecology
- SOC-S 308 Global Society

Economic Sustainability Course List

- ECON-E 363 Environmental & Natural Resources
- POLS-Y 376 International Political Economy
- SOC-S 360 Topics in Social Policy
- SOC-S 419 Social Movements and Collective Action
- SOC-S 403 Industry, Labor, & Community

Internship (A max. of 2 credits of Internship may be applied toward specialization area)

- COAS-S 399 Internship

Financial Aid

Students may not currently receive Financial Aid for the Sustainability Certificate.

School of Nursing

School of Nursing

Dean:Dr. Julia Mattingly

Campus Office: LF 206/276

Telephone: (812) 941-2387
Fax: (812) 941-2687
https://www.ius.edu/nursing/

Programs
Undergraduate Programs

- Applied Health Science
- Nursing

School Information
- Mission
- General Information
- Policies and Procedures

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
- 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 teh 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 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 2015).

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.

Indiana University Southeast School of Nursing students are encouraged to join the SNA as sophomores to gain experience for leadership positions in the association as juniors and seniors.

Students are also encouraged to become involved in other IU Southeast student groups, activities, programs, and leadership experiences. For more information, contact the Office of Campus Life.

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.

Student Outcomes

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
2. A culturally sensitive individual who promotes diversity, equity, and inclusion across the care continuum
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

The outcomes listed are for the BSN program, not the Applied Health Science and Graduate nursing programs.

Policies and Procedures

General Program Requirements

The School of Nursing is committed to educating professional nurses and is obligated to provide safe and effective care to the clients we serve. Students are expected to be in compliance with program requirements at all times.

BSN Requirements and Registering for Nursing Classes

In order to register for nursing classes, authorization must be granted from the School of Nursing. Annual requirements must be up-to-date and current for the entire academic year in which the student is enrolling before the student can be authorized.

Academic Standing

Good Standing - Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses will be considered in good standing.

Graduation & Progression Requirements

1. 120 credit hours of course completed course work in the nursing curriculum
2. Grade point average of 2.0 (C) or above
3. Grade of C or above in each required course and satisfactory (S) in all practical
4. Incomplete, deferred grades removed from the transcript
5. Special credit courses on transcript
6. Course work completed within six years of enrollment in nursing courses
7. Student must follow the degree map

Senior Recognition Awards

Senior awards provide a mechanism for recognizing graduates for their accomplishments in academics, leadership and competency achievements. The School of Nursing recognizes outstanding graduates annually at the baccalaureate ceremony.

Scholarships

The student financial aid program provides assistance and advice to students. Scholarships, grants, loans, and part-time employment are available singly or in various combinations to assist in meeting the difference between cost of attending IU Southeast and the amount the student and the student's family can reasonably be expected to provide. Contact the Financial Aid Office (US-105) at https://www.ius.edu/financial-aid/ or call (812) 941-2246.

Scholarships are available specifically for nursing students. On-line scholarship applications are open each year from October 1st through March 10th.

Applied Health Science

The Applied Science program covers the basic technical and applied aspects of health science. Courses include health care delivery and leadership, health communication, policy, and ethics. Students learn about the economics of health care and receive foundational knowledge in legal matters. Our program is designed to enhance potential for career advancement within the health care sector in entry- and mid-level positions in health-related organizations.

Contact Information

Nursing Office: (812) 941-2283
Website: https://www.ius.edu/nursing/programs/applied-health/index.php

Academics

Undergraduate Degrees

- Bachelor of Science
  - Community Health Educator
  - Health Administration

Program Information

Learning Outcomes

- **PLO 01:** Utilize problem solving, critical thinking, and decision-making skills in a variety of health care settings and situations.
- **PLO 02:** Utilize effective leadership and management strategies in common health care delivery systems and environments.
- **PLO 03:** Apply evidence-based health care practices for optimum health outcomes.
- **PLO 04:** Demonstrate accountability within the legal and ethical parameters of the health care#system.
- **PLO 05:** Integrate communication skills into professional roles.
- **PLO 06:** Utilize information technology in the delivery of health care.
- **PLO 07:** Explore the historical and contemporary social determinants of health that shape health status, health behavior, and health inequalities.

- **PLO 08:** Utilize the core functions of public health for population health change
- **PLO 09:** Construct interventions to promote health and prevent illness.
- **PLO 10:** Evaluate outcome measures related to program effectiveness and accountability.

- **PLO 11:** Integrate#value based#leadership in professional practice.
- **PLO 12:** Evaluate effective leadership competencies in diverse practice settings.
- **PLO 13:** Utilize diverse#strategies to assess organizational effectiveness.

Bachelor of Arts in Applied Health Science

Program Description

The curriculum of the Applied Health Science B.S. will focus on the non-clinical aspects of health care management and education, and, as such, it complements a wide variety of clinical degrees avaliable at IU. The BS AHS is designed to serve both traditional and non-traditional students attending full- or part-time. Individuals currently working in the health care industry with college credits and/or associates degrees will find the courses

they need to complete a baccalaureate degree and advance their career prospects.

The IU Collaborative B.S. in Applied Health Science will require 120 credit hours. Students will complete the general education of their campus of admission (home campus) and collaborative requirements as outlined below.

Degree Requirements

General

Complete 120 total credit hours, *with at least 30 at the 300-400 (upper division) level*, with a program cumulative grade point average of 2.0. All AHSC courses must have a cumulative 2.0 GPA.

General Education Requirements

Complete the [Univerisity General Education curriculum](#) requirements.

Applied Health Science Core Courses

Complete the following courses:

- AHSC-H 302 Essentials of the Healthcare Delivery System
- AHSC-H 303 Leadership and Management in Healthcare
- AHSC-H 330 Intercultural Health Communication (6)
- AHSC-H 310 Health Policy, Ehtics, and Legal Issues (6)
- AHSC-H 360 Epidemiology/Biostatistics and Population Health (6)
- AHSC-H 340 Research in Health Sciences
- AHSC-H 320 Consumer Health
- AHSC-H 350 Economics of Health Care
- AHSC-H 370 Informatics
- AHSC-H 480 AHS Capstone: Grant Writing and Internship (6)

Applied Health Science Track (One Required)

Community Health Educator

Coursework will provide instruction in the skills necessary to conduct general health and wellness assessments and the techniques of health education.

Complete the following three courses:

- AHSC-C 415 Health Care Delivery & Leadership (6)
- AHSC-C 425 Program Assessment, Planning, & Evaluation I (6)
- AHSC-C 435 Program Assessment, Planning, & Evaluation II (6)

Health Administration

Coursework will provide instruction in health care organization, planning, budgeting, and finance.

Complete the following three courses:

- AHSC-A 420 Health Care Budgeting and Finance (6)
- AHSC-A 430 Health Care Organization Supervision and Resource Management (6)
- AHSC-A 440 Health Care Administration and Strategic Planning (6)

Electives (To Total 120 Credit Hours)

Nursing

The goal of the IU Southeast School of Nursing faculty is to educate high quality, caring professionals to be leaders who meet the needs of diverse people in a variety of health care settings.

Contact Information

Nursing Office: (812) 941-2283
Website: https://www.ius.edu/nursing/

Academics
Undergraduate Degrees

- Bachelor of Science

Graduate Degrees

- Master of Science in Nursing

Program Information
Admission Requirements
Application Requirements: Traditional students

1. Application to the School of Nursing includes submission of the online application form and taking the HESI admission assessment test. Additional requirements include required immunizations, Basic Life Support certification, criminal background check and drug screen.
2. The applicant must be admitted to Indiana University Southeast as a degree seeking student prior to admission to the nursing major.
3. A student who is enrolled in nursing course work at another university must apply as a transfer student.
4. Completion of pre-nursing general education courses is required for admission.
5. Applicants must meet all minimal criteria, as published in the campus Bulletin, to be considered for admission.
6. If a transfer course has been approved by the Admission, Progression, and Graduation committee (APG) to satisfy a requirement, there must be written documentation of the approval.
7. Complete all required course work by the established deadline date. This includes independent study/correspondence course work and courses for which students have received an incomplete (I).
8. The Admission, Progression, Graduation (APG) committee considers and acts upon applications for admission to the baccalaureate nursing major.
9. Knowledge and competencies developed in courses that fulfill the requirements for anatomy, physiology, chemistry, and microbiology are considered time-limited. If any of these courses were taken more than seven (7) years prior to admission to the nursing program, the course must be repeated or validated through testing.

Admission Grade Point Average (GPA)

1. Maintain a minimum Indiana University community GPA of 2.5 on a 4.0 scale. This does not include transfer or FX courses.
2. Demonstrate a pre-nursing admission program GPA of 2.7 on a 4.0 scale for all completed coursework

required for admission (Semester 1 and 2 courses, excluding FYS and elective).

3. Students must achieve a grade of C (2.0) or higher in all program requirements.

Additional requirements for the nursing program including a background check, drug screen and meeting immunization and CPR requirements. Refer to policy on annual requirements.

Admission and Readmission to the Nursing Program

Students admitted to the BSN major must formally accept or decline admission in writing prior to beginning of the semester to which the student has been admitted.

- Students who have been accepted to the BSN program but decline acceptance for any reason must reapply to the program and compete with the applicant pool for the semester in which they request admission for the second time.
- BSN students have only two opportunities to decline admission in writing prior to losing their eligibility to apply.

Learning Outcomes

1. Graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
2. Graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
3. Graduate is a knowledgeable coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. Graduate is an individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.
5. Graduate is an individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
6. Graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
7. Graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. Graduate is an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
9. Graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Nursing (Bachelor of Science in Nursing)

Traditional - School of Nursing Admission requirements

Semester 1

- ENG-W 131 Elementary Composition I
- PSY-P 101 Introductory Psychology I
- Oral Communication
- Quantitative Reasoning
- COAS-S 104 First Year Seminar

Semester 2

- ANAT-A 215 Basic Human Anatomy
- Social & Behavioral Science
- ENG-W Approved 2d Level Written Communication Course
- CHEM-C 102 Elementary Chemistry II
- CHEM-C 122 Elementary Chemistry Lab II

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

Additional Program Requirements

- PHSL-P 215 Basic Human Physiology
- MICR-J 200 Microbiology and Immunology
- MICR-J 201 Microbiology Laboratory
- Reasoning About Ethical Issues
- Arts & Humanities
- Electives as needed to reach 120 credits

Major Requirements for Traditional Students

- NURS-B 231 Communication for Health Care Professionals
- NURS-B 232 Introduction to the Discipline of Nursing
- NURS-B 233 Health and Wellness
- NURS-B 236 Developmental Issues in Nursing
- NURS-B 244 Comprehensive Health Assessment
- NURS-B 245 Comprehensive Health Assessment: Practicum
- NURS-B 248 Science and Technology of Nursing
- NURS-B 249 Science and Technology Practicum
- NURS-H 351 Alterations in Neuropsychological Health
- NURS-H 352 Alterations in Neuropsychological Health: Practicum
- NURS-H 353 Alterations in Health I
- NURS-H 354 Alterations in Health I: Practicum
- NURS-H 355 Data Analysis for Healthcare
- NURS-H 361 Alterations in Health II
- NURS-H 362 Alterations in Health II: Practicum
- NURS-H 363 Developing Family and Child
- NURS-H 364 Developing Family and Child: Practicum
- NURS-H 365 The Research Process
- NURS-H 470 Restorative Health Related to Multi-System Failure
- NURS-S 471 Restorative Health: Practicum
- NURS-S 472 Health of the Community
- NURS-S 473 Health of the Community: Practicum
- NURS-S 481 Nursing Management

- NURS-S 482 Nursing Management: Practicum
- NURS-S 483 Nursing Practice Capstone
- NURS-S 484 Evidence-Based Practice
- NURS-S 485 Professional Growth and Empowerment
- NURS-S 486 NCLEX Success through Critical Thinking

Assessment of Student Learning - Traditional Students Only

At specified times in the BSN nursing curriculum, student knowledge and skills are assessed to determine if students are progressing as expected toward expected outcomes:

- Preliminary Assessment
  - Students take this test as part of the admission process. The assessment includes measures of reading comprehension and math. A weighted score composed of 25% admission assesment score and 75% pre-nursing GPA is used to rank students for admission to the nursing major.

- Intra-curricular Assessments:
  - Testing occurs periodically during the student's progression through the program.

- Exit Exam
  - The final assessment occurs in the fourth year, spring semester.

RN to BSN Degree Completion Option

Admission to the RN to BSN classroom cohort and RN to BSN online nursing cohort

1. Registered nurses seeking admission to the Indiana University Southeast school of Nursing must apply to the Office of Admissions at IU Southeast for classroom cohort and online cohort must apply to admissions of IU online. With exception of admission to the nursing cohort, all School of Nursing policies pertinent to the BSN program majors also apply to registered nurse undergraduate students.
2. To be eligible to take online nursing classes, the RN student must have graduated from an ACEN accredited school of nursing and submit proof of licensure in the state of practice.
3. The RN-BSN classroom requires an Indiana license, immunizations, Basic Life Support certification, and criminal background check. RN-BSN also requires BLS CPR, background check, and proof of RN license.
4. Admission to the Nursing cohort is not competitive. RN students who have successfully completed general education requirements and maintain a 2.5 cumulative GPA and 2.7 nursing GPA are eligible to begin the nursing cohort. Students can take nursing classes in the online program with still having 9 credits of general education needed.
5. There is no time limit for general education classes in the RN-BSN program.
6. The nursing admission GPA is calculated on all completed courses required for the BSN degree.

Grades earned in transfer courses accepted and applied to required general education credit hours will count in the calculation of the entry GPA.

RN to BSN Completion - School of Nursing Admission Requirements

- ENG-W 131 Written Communication
- COMM-S 121 Public Speaking
- MATH-A 118 Quantitative Reasoning
- Social/Behavioral Sciences
- Arts/Humanities
- Natural/Physical Sciences
- Additional Gen Ed Courses

Major Requirements for RN to BSN Completion: Classroom

- NURS-B 304 Health Policy
- NURS-B 331 Transition to the Baccalaureate Nursing Practice
- NURS-B 344 Comprehensive Health Assessment
- NURS-B 404 Informatics
- NURS-H 355 Data Analysis in Clinical Practice and Health Care Research
- NURS-K 301 Complementary Health
- NURS-R 375 Nursing Research and Evidence Based Practice
- NURS-R 470 Clinical Nursing Practice Capstone
- NURS-S 474 Applied Health Care Ethics
- NURS-S 475 A Multisystem Approach to the Health of the Community
- NURS-S 487 Nursing Management

Major Requirements for RN to BSN Completion: Online

- NURS-B 331 Transition to Baccalaureate Nursing
- NURS-B 304 Health Policy
- NURS-B 404 Informatics
- NURS-H 355 Data Analysis
- NURS-R 375 Nursing Research and Evidence Based PRactice
- NURS-R 470 Clinical Nursing Practice Capstone
- NURS-S 474 Applied Healthcare Ethics
- NURS-S 475 A Multisystem Approach to Health of the Community
- NURS-S 487 Nursing Management
- NURS-   Elective I: Nursing Elective
- NURS- Elective II: Nursing Elective

Special Credit for the RN-BSN Degree Completion student (Classroom and Online)

34 hours of special credit for foundational courses from the ASN degree are awarded to the RN-BSN student.

- NURS-B 233 Health and Wellness
- NURS-B 248 Science and Technology of Nursing
- NURS-B 249 Science and Technology of Nursing: Practicum
- NURS-H 351 Alterations in Neuropsychological Health
- NURS-H 352 Alterations in Neuropsychological Health: Practicum
- NURS-H 353 Alterations in Health I

- NURS-H 354 Alterations in Health I: Practicum
- NURS-H 361 Alterations in Health II
- NURS-H 362 Alterations in Health II: Practicum
- NURS-H 363 Developing Family and Child
- NURS-H 364 Developing Family and Child: Practicum
- NURS-S 470 Restorative Health Related to Multi-System Failure
- NURS-S 471 Restorative Health: Practicum

School of Social Sciences

School of Social Sciences

Dean: Dr.Meghan Khan
Campus Office: CV 011
Telephone: (812) 941-2174
Fax: (812) 941-2591
https://www.ius.edu/social-sciences/

Programs
Undergraduate Programs

- Criminology and Criminal Justice
- History
- International Studies
- Neuroscience
- Political Science
- Psychology
- Social Sciences
- Sociology

Post-Baccalaureate Certificates

- Post-Baccalaureate Certificate in Asian Affairs
- Post-Baccalaureate Certificate in Conflict Analysis and Resolution
- Post-Baccalaureate Certificate in Diversity and Intercultural Competency
- Post-Baccalaureate Certificate in European Affairs
- Post-Baccalaureate Certificate in International Affairs
- Post-Baccalaureate Certificate in Latin American Affairs
- Post-Baccalaureate Certificate in Public Sector Management

School Information
Vision Statement

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.

Criminal Justice

Criminal justice is multidisciplinary, drawing on broad fields of knowledge, including law, the social and behavioral sciences, and the natural sciences. Indiana University Southeast offers a Bachelor of Science degree through the School of Social Sciences and Indiana University School for Public and Environmental Affairs.

This program provides you with a general understanding of the nature of crime and includes an analysis of the entire criminal justice system and its relationship with other institutions in society. Through this program, you will develop problem-solving abilities and organizational skills to face problems confronting our society such as community and police relations, urban crime, and issues involving correctional facilities.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/criminal-justice/

Academics
Undergraduate Degrees

- Bachelor of Science in Criminology and Criminal Justice

Minors

- Criminal Justice Minor

Program Information
Student Learning Goals

1: Through the in-depth exploration of social scientific and legal research, the students shall learn about the causes of crime; the tools and methods used to study, prevent, and control crime; the institutions, principles, and actors involved in the apprehension, prosecution, punishment, and reintegration of offenders; and the legal and political framework under which the justice system and its primary actors operate.

2: Graduates will be able to evaluate crime control policy and aspects of the criminal justice system by critically analyzing the role of political, economic, legal, and social factors. In doing so, students should demonstrate their comprehension of relevant criminological theories and justice structures as well as their ability to practically apply such knowledge to contemporary justice issues, particularly as they relate to the dynamics of inequality in social relations.

3: Graduates will identify and analyze the major historical and contemporary issues facing the criminal justice system, including events, information, programs, policies, and concepts that affect the operation of criminal justice agencies and actors, as well as issues affecting contemporary urban society and respect for racial, ethnic, cultural, and gender diversity.

4: Graduates will read, understand, analyze, and synthesize relevant information, including qualitative and

quantitative social scientific data, and substantive and procedural legal doctrines relevant to criminal justice, and evaluate the public policy implications of such information.

5: Graduates will demonstrate a deep understanding of how structural inequalities in society are shaped by historical, psychological, social, and political factors. In doing so, students will evaluate elements of gender, race and ethnicity, social class, sexual orientation, and other global issues and interpret how these function at both a micro and macro level.

Scholarships/Awards

Denzinger Scholarship

Criminology and Criminal Justice (Bachelor of Science)

The Bachelor of Science in Criminology and Criminal Justice is designed to study the origins, nature, and causes of norm-violating behavior as well as societal reactions to this behavior. The study of criminal justice begins with a study of the entire criminal justice system and its interrelation with society. Advanced study inquires into the political, organizational, social, and behavioral aspects of various components of the criminal justice system. Research courses give students the tools to analyze criminal justice and the skills important for career development. Legal courses provide an awareness of the values of due process and the limits of government power in a democratic society.

Criminology and Criminal Justice is multidisciplinary, drawing on broad fields of knowledge, including law, the social and behavioral sciences, and the natural sciences. Indiana University Southeast offers a Bachelor of Science degree through the School of Social Sciences. A major in criminology and criminal justice provides an excellent liberal arts background for a wide variety of career fields. Career opportunities in criminal justice include police agencies, prosecutors, defense attorneys, courts, and correctional agencies. Other specialized roles in criminal justice include juvenile probation officers, volunteer administrators, criminologists, forensic scientists, forensic psychologists, medical examiners, and policy analysts. Many criminology and criminal justice majors choose to continue their education in law school or graduate school.

Degree/Certificate Requirements Defined

See "General Requirements for Undergraduate Degrees at IU Southeast".

Additional B.S. Requirements (14 to 20 hours):

In addition to General Education requirements complete a course from each of the following 4 categories.

1. MATH-K 300 or ECON-E 270
2. Any course in CSCI or INFO, 200 level or above
3. Additional Science with a lab
4. Ethical Questions or Diversity course

Major Specific Requirements

- ENG-W 290 Writing in the Arts & Sciences
- MATH-M 118 or higher Finite Mathematics - or higher

Choose one of the following:

- COMM-S 121 Public Speaking
- PHIL-P 113 Introduction to Debate, Argument, and Persuasion

Students must take all of the following courses:

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 199 Careers in Criminal Justice*
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 295 Criminal Justice Data, Methods, and Resources
- CJUS-P 470 Senior Seminar in Criminal Justice

Students must take three of the following courses:

- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 335 Substantive Criminal Law
- CJUS-P 375 American Juvenile Justice System

Criminal Justice/System Course (3 credit hours):

- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 304 Probation and Parole
- CJUS-P 375 American Juvenile Justice System

Criminology/Theory Course (3 credit hours):

- CJUS-P 362 Sex Offenders
- CJUS-P 407 Terrorism
- CJUS-P 426 Juvenile Delinquency
- CJUS-P 444 Victimization
- CJUS-P 457 Seminar on White Collar Crime

Applied/Administration Course (3 credit hours):

- CJUS-P 313 Conflict Management
- CJUS-P 320 Foundations of Criminal Investigation
- CJUS-P 325 Principles of Forensic Investigation
- CJUS-P 330 Criminal Justice Ethics
- CJUS-P 372 Evidence
- CJUS-P 373 Correctional Law
- CJUS-P 374 Substantive Criminal Law
- CJUS-P 376 Procedural Criminal Law
- CJUS-P 411 Criminal Justice Management
- CJUS-P 413 Police Community Relations

Socio-legal and Cultural Justice Studies Course (3 credit hours):

- CJUS-P 335 Race, Gender and Inequality in the Criminal Justice System
- CJUS-P 305 Deviant Images/Deviant Projects
- CJUS-P 306 Drugs, Society and Justice
- CJUS-P 316 Crime in the Movies
- CJUS-P 360 Psychology and the Law
- CJUS-P 416 Capital Punishment
- CJUS-P 423 Sexuality and Law
- CJUS-P 458 Wrongful Conviction
- CJUS-P 471 Comparative Study in Criminal Justice Studies
- **CJUS-xx 3xx/4xx Additional CJUS course at the 300/400 level (3 credit hours)**

- **CJUS-xx 3xx/4xx Additional CJUS course at the 300/400 level (3 credit hours)**

Students must complete two social science electives from a single discipline with at least one at the 300-level or above (6 credit hours):

- XXXX-x xxx Single discipline area
- XXXX-x 3xx/4xx Single discipline area

Electives - as needed to reach 120 credit hours.

Minor in Criminal Justice
Specific Requirements for Minor

Fifteen (15) credit hours, consisting of:

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 295 Criminal Justice Data, Methods and Resources
- Plus any two CJUS courses (3 cr. each)

History
History is the investigation of change and continuity in human societies over time. Historical study aims to understand the past in order to better understand the present. Studying history creates a trained habit of thinking in the long term and integrating a multi-disciplinary approach to the past by studying politics, society, the economy, arts, and other intellectual and cultural facets of the human experience. History is both a study of humanities and a social science. It addresses the study of individuals and the broader society, teaching you to shift your focus back and forth between the two, evaluating issues in context.

The skills and knowledge acquired in the History major at IU Southeast prepare students for success. Like other liberal arts disciplines, history sharpens your ability to think critically, argue logically, conduct research, analyze data, and communicate clearly, both orally and in writing. The coursework in history is excellent preparation for entering the professional world or graduate school.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/history/

Academics
Undergraduate Degrees

- Bachelor of Science
- Bachelor of Arts
- Bachelor of Arts - Online

Minors

- History Minor

Program Information
Student Learning Goals

1: Students will develop skills in researching, critical thinking, data analysis, and oral & written communication.

2: Students develop the skills and methods of historical scholars.

3: Students learn knowledge about the past in at least three geographic regions.

4: Students take self-assessments and create a career development plan tailored to their interests.

Bachelor of Science in History
Program Description

While long recognizing that history covers all recorded expressions of human activity--political, economic, social, cultural, and intellectual--beginning in the 1970s historians adapted social science techniques to study history, including the construction of databases, statistical analysis, and mapping systems to reveal patterns in history that were not available from traditional interpretations of written records. Use of these tools has expanded dramatically over the last three decades as new technological developments have changed the way that people research and explore history, as well the way history is shared and learned. Students and scholars are pushed beyond the boundaries of books and journals into new media that require sophisticated mathematical, geographic, and technological understanding.

The Bachelor of Science degree program melds the broad perspective, analytical, and effective communication skills inherent in the Bachelor of Arts degree with a working knowledge of statistics, science, and computing to prepare students to for work or further research is economic history, digital humanities, finance, business administration, information systems, marketing, and government agencies.

Degree Requirements

General

Complete 120 total credit hours, with at least 30 at the 300-400 (upper division) level, with a program cumulative grade point average of 2.0

General Education Requirements (30 credit hours)

Complete the University General Education curriculum requirements.

Note: *The following courses are not a re-statement of the Universitie's General Education Requirement but a list of specific General Education courses that are are also requirements or pre-requisites for course work in the school/major.*

- ENG-W 290 Writing in the Arts & Sciences
- MATH-A 118 (or higher) Finite Math for Soc & Biol Sci

Bachelor of Science Requirements (7 credits hours)

Complete 2 courses, one with a lab; one without from Computer, Physical or Life Sciences disciplines, in addition to the lab course take to fulfill the University General Education requirements. Computer science courses are those under department heading CSCI-*. For Physical and Life Science choices, see BA Distribution Requirement list, and select from choices in the Methods of Inquiry in the Natural Sciences.

Major Requirements:

- HIST-xx- 1xx -Any 100-level HIST course

- HIST-xx- 1xx -Any 100-level HIST course
- HIST-xx- 1xx -Any 100-level HIST course
- HIST-xx- 1xx -Any 100-level HIST course
- HIST-H 199 Careers for History Majors
- HIST-xx- 2xx-4xx -Geographical Area 1*
- HIST-xx- 2xx-4xx -Geographical Area 1*
- HIST-xx- 2xx-4xx -Geographical Area 2*
- HIST-xx- 2xx-4xx -Geographical Area 3*
- HIST-xx- 2xx-4xx -Any 200-400 level HIST course
- HIST-xx- 2xx-4xx -Any 200-400 level HIST course
- HIST-H 236 The Historian's Craft
- HIST-J 495 Proseminar for History Majors
- xxxx-x xxx -Non-HIST elective
- xxxx-x xxx- Non-HIST elective

*Students must complete 12 units from three selected geographical areas. Six (6) units must be from one of the selected areas.

Geographical Areas:

- HIST-A 260 Early North American Women's History
- HIST-A 261 Modern American Women's History
- HIST-A 301 Colonial North America, 1500-1763
- HIST-A 302 Revolutionary America, 1763-1791
- HIST-A 303 United States, 1792-1829
- HIST-A 304 United States, 1830-1865
- HIST-A 310 Survey of American Indians I
- HIST-A 313 Origins of Modern America, 1865-1919
- HIST-A 314 Recent U.S. History, 1919-1945
- HIST-A 315 Recent U.S. History, 1945-present
- HIST-A 317 American Social History, 1865-present
- HIST-A 333 History of Indiana 1
- HIST-A 348 Civil War and Reconstruction
- HIST-A 356 African-American History II
- HIST-A 380 The Vietnam War
- HIST-A 381 Civil Rights Era in the U.S.
- HIST-H 218 History of Motion Pictures
- HIST-H 233 Sports in History
- HIST-H 373 History of Science and Technology
- HIST-H 407 Oral History

European History

- HIST-B 323 History of the Holocaust
- HIST-B 356 French Revolution and Napoleon
- HIST-B 377 History of Germany Since 1648
- HIST-H 205 Ancient Civilization
- HIST-H 206 Midieval Civilization
- HIST-H 222 Renaissance and Reformation

Latin American History

- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 232 Upheaval in 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History

Asian History

- HIST-G 200 Issues in Asian History

- HIST-G 300 Issues in Asian History
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- HIST-H 207 Modern East Asian Civilizations
- HIST-H 208 American-East Asian Relations

World History Can be used for 200-400 level electives)

- HIST-H 243 Environmental History
- HIST-H 376 Atlantic World History
- HIST-H 425 Topics in History
- HIST-W 255 Natural Disasters in World History
- HIST-W 300 Topics in World History

Bachelor of Arts in History - Online
Degree Requirements

Students receiving the Bachelor of Arts in History degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- History Foundations (15 cr.)
- Advanced Study in History (21 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

History Foundations (15 cr.)

- Complete one of the following sequences:
    - HIST-H 105 American History I and HIST-H 106 American History II
    - HIST-H 108 Perspectives on the World to 1800 and HIST-H 109 Perspectives on the World since 1800
    - HIST-H 113 History of Western Civilization I and HIST-H 114 History of Western Civilization II
- Complete two additional 100/200 level history courses
- HIST-J 216 Sophomore History Seminar

Advanced Study in History (21 cr.)

- Complete six history courses at the 300/400 level covering at least three of the following regions:
    - HIST-A: U.S.
    - HIST-B: Western Europe
    - HIST-D: Russia/Eastern Europe
    - HIST-E: Africa
    - HIST-F: Latin America
    - HIST-G: East Asia
- HIST-J 496 Proseminar in History

Bachelor of Arts in History
The study of history covers all recorded expressions of human activity: political, economic, social, cultural, and

intellectual. Because of its broad scope, history provides an exceptional introduction to all studies that concern human beings and their activities. Historians seek to understand not only the past but also how it informs the present. History focuses on the complex but essential issues of change over time.

The discipline of history demands and develops a broad perspective, analytical skills, and an ability to communicate with clarity and acumen. It is among the most useful disciplines because it enhances skills that can be beneficial in any vocational setting.

Degree Requirements

Students receiving the Bachelor of Arts in History degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- Major Specific Requirements (37 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C- or higher
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

Major Specific Requirements (37 hours)

HIST-H 199 Careers for History Majors

Four courses from HIST- E 100, HIST-F 100, HIST-G 100, HIST-H 101, HIST-H 103, HIST-H 104, HIST-H 105, HIST-H 106

Six courses at the 200, 300 or 400 level, including two courses in one geographical area, one course in a second geographical area, one course in a third geographical area, and two additional courses;

HIST- H 236 Must take before senior year; cannot be taken at the same time as a senior seminar or the semester previous to senior seminar.

HIST-J 495 Students will not be authorized for Senior Seminar, in a semester in which they are taking Sophomore Seminar or in a semester immediately following the semester in which they took Sophomore Seminar.

No more than three courses that count toward the major can be transferred in or taken online via another IU campus.

HIST-H 236 and HIST-J 495 must be taken from IU Southeast faculty and will not be replaced with another class.

- HIST-H 199 Careers for History Majors
- HIST-E 100 Issues in African History
- HIST-F 100 Issues in Latin American History
- HIST-G 100 Issues in Asian History

- HIST-H 101 The World in the 20^t Century
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 236 The Historian's Craft

Capstone

- HIST-J 495 Proseminar for History Majors

Geographical Area History Courses

United States History

- HIST-A 260 Early North American Women's History
- HIST-A 261 Modern American Women's History
- HIST-A 301 Colonial North America, 1500-1763
- HIST-A 302 Revolutionary America, 1763-1791
- HIST-A 303 United States, 1792-1829
- HIST-A 304 United States, 1830-1865
- HIST-A 310 Survey of American Indians 1
- HIST-A 313 Origins of Modern America, 1865-1919
- HIST-A 314 Recent U.S. History, 1919-1945
- HIST-A 315 Recent U.S. History II, 1945-present
- HIST-A 317 American Social History, 1865-present
- HIST-A 333 History of Indiana 1
- HIST-A 348 Civil War & Reconstruction
- HIST-A 356 African-American History II
- HIST-A 380 The Vietnam War
- HIST-A 381 Civil Rights Era in the U.S.
- HIST-H 218 History of Motion Pictures
- HIST-H 233 Sports in History
- HIST-H 373 History of Science & Technology
- HIST-H 407 Oral History

European History

- HIST-B 323 History of the Holocaust
- HIST-B 356 French Revolution and Napoleon
- HIST-B 377 History of Germany Since 1648
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- HIST-H 222 Renaissance & Reformation

Latin American History

- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 232 Upheaval in 20th Century Latin America
- HIST-F 341 Latin America: Conquest & Empire
- HIST-F 342 Latin America: Evolution & Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History

Asian History

- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- HIST-H 207 Modern East Asian Civilizations
- HIST-H 208 American-East Asian Relations

World History

(can be used for 200-400 History electives)

- HIST-H 243 Environmental History
- HIST-H 376 Atlantic World History
- HIST-H 425 Topics in History
- HIST-W 255 Natural Disasters in World History
- HIST-W 300 Topics in World History

Minor in History
Degree Requirements

Requirements for a Minor in History: 18 credit hours in history, including: three courses from among HIST-E 100, HIST-F 100, HIST-G 100, HIST-G101, HIST-G102, HIST-H 101, HIST-H 103, HIST-H 104, HIST-H 105, HIST-H 106, HIST-W101; and three 200, 300, or 400-level courses, including HIST-H 236 and one course from a second geographical area.

- HIST-E 100 Issues in African History
- HIST-F 100 Issues in Latin American History
- HIST-G 100 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 236 The Historian's Craft

Specific Requirements for Minor in History

HIST-H 236 is required for Minor in History.

- HIST-H 236 The Historian's Craft

International Studies
International Studies draws from different disciplines, including language and culture, history, political science, economics and geography, providing flexible preparation for an increasingly global and rapidly changing world. Employers want skills the International Studies students learn, including multi-cultural competency, the ability to work in a diverse environment, multi-lingual communications skills, analytical and information management skills, and more. Common areas of employment for students majoring in International Studies include the private business sector, non-profit organizations, government, and education.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/international-studies/

Academics
Undergraduate Degrees

- Bachelor of Arts

Undergraduate Certificates

- Asian Affairs Certificates
- European Affairs Certificates
- Latin American Affairs Certificates

Minors

- International Studies Minor

Program Information
Student Learning Goals

1. Students majoring in International Studies will understand a range of historical, cultural, political, economic, and social systems around the globe and their interrelationships.
2. Students majoring in International Studies will understand a particular world region's history, cultural, political, economic, and social systems, and a language of the region.
3. Students majoring in International Studies will develop a sense of global citizenship.
4. Students majoring in International Studies will develop effective analytical skills and oral and written communication skills.

International Studies (Bachelor of Arts)
Mission/Vision Statement

To create students who can operate successfully throughout their lives in an ever-expanding and diversifying global environment.

Core Program

The major in International Studies includes core requirements and requirements for one regional concentration. In addition, an international engagement experience is required. This may be study abroad (preferred) or a domestic/local alternative that may include an internship or volunteer work. Study in approved study abroad programs will be applied to fulfillment of other requirements in the major. Students should speak with an international studies faculty member for more details.

Completion of the third year of foreign language study in a language correlating to a student's regional concentration - 2 classes of the following in the same language: FREN-F 313, FREN- 314, FREN-F 315, or FREN-F 316 (Europe or Africa); GER-G 310 and GER-G 311 (Europe); EALC-J 301 and EALC-J 302 (Asia); SPAN-S 311, SPAN-S 312, or SPAN-S 317 (Europe or Latin America).

1. INTL-I 100 Introduction to International Studies - must be taken face-to-face with an IU Southeast faculty member
2. POLS-T 338 Qualitative Research Methods
3. INTL-I 104 Colloquium in International Studies - to be taken every Fall semester
4. INTL-I 199 Careers for International Studies Majors
5. INTL-I 400 International Studies Capstone Seminar - must be taken face-to-face with an IU Southeast faculty member
6. ECON-E 333 International Economics or POLS-Y 376 International Political Economy
7. GEOG-G 201 World Regional Geography
8. POLS-Y 109 Introduction to International Relations or POLS-Y 107 Introduction to Comparative Politics
9. HIST-H 101 The World in the 20^t Century
10. In addition to required coursework, students who earn a BA in International Studies are required to complete an International Engagement Experience. Regardless of which option students choose, they

should contact the head of the IS department when they reach 60 credit hours to plan for their experience. All experiences must be approved by IS faculty, both in planning and for completion. This requirement could be fulfilled in either fo the following ways:

1. (Preferred) Successful completion of an IS-faculty-approved Study Abroad Program.
2. Successful completion of a local International Engagement Experience developed in consultation with a full-time IS-faculty mentor.

- EALC-J 301 Third Year Japanese I
- EALC-J 302 Third Year Japanese II
- FREN-F 313 Advanced Grammar and Composition I
- FREN-F 314 Advanced Grammar and Composition II
- FREN-F 315 French Conversation and Diction I
- FREN-F 316 French Conversation and Diction II
- GER-G 311 Composition and Conversation
- GER-G 310 Deutsch: Mittelstufe II
- SPAN-S 311 Spanish Grammar
- SPAN-S 312 Written Composition in Spanish
- SPAN-S 317 Spanish Conversation and Diction
- ECON-E 333 International Economics
- POLS-Y 376 International Political Economy
- GEOG-G 201 World Regional Geography
- POLS-T 338 Qualitative Research Methods
- POLS-Y 109 Introduction to International Politics
- POLS-Y 107 Introduction to Comparative Politics
- HIST-H 101 The World in the Twentieth Century
- INTL-I 100 Introduction to International Studies
- INTL-I 104 Colloquium in International Studies
- INTL-I 199 Careers for International Studies Majors

Capstone

- INTL-I 400 International Studies Capstone Seminar

Europe Concentration

EUROPE (15 credit hours, at least 12 at the 200 level or higher):

Group A: Language and Culture (one course) FREN-F 300, FREN-F 363, FREN-F 461, FREN-F 474, FREN-F 475, FREN-F 495, GER-G 362, GER-G 363, GER-G 415, GER-G 418, GER-G 464, SPAN-S 411, SPAN-S 407, SPAN-S 408, FINA-A 101, FINA-A 102, ENG-L 297, ENG-L 298, ENG-L 303, ENG-L 309, ENG-L 313, ENG-L 314, ENG-L 365

Subject to Departmental Approval: SPAN-S 275, SPAN-S 291, SPAN-S 301, SPAN-S 302, SPAN-S 303, SPAN-S 363, SPAN-S 494

Group B: History and Philosophy (one course) HIST-B 323, HIST-B 361, HIST-B 362, HIST-H 103, HIST-H 104, PHIL-P 302, PHIL-P 304, PHIL-P 314, PHIL-P 410, REL-R 152, REL-R 327

Group C: Politics and Geography (one course) POLS-Y 335, POLS-Y 349, POLS-Y 354, GEOG-G 418

Group D: Two other courses in the concentration

- FREN-F 300 Lectures Et Analyses Litteraires
- FREN-F 363 Introduction A La France Moderne
- FREN-F 461 La France Contemporaine
- FREN-F 474 Theme Et Version
- FREN-F 475 Le Francais Oral : Cours Avance
- FREN-F 495 Individual Readings in French (Variable Topics)
- GER-G 362 Introduction to Contemporary Germany
- GER-G 363 Introduction to German Cultural History
- GER-G 415 Perspectives on German Literature
- GER-G 418 German Film and Popular Culture
- GER-G 464 German Culture and Society
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- ENG-L 297 English Literature to 1600
- ENG-L 298 English Literature from 1600 to 1800
- ENG-L 299 English Literature since 1800
- ENG-L 303 Medieval English Literature in Translation
- ENG-L 309 Elizabethan Poetry
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 365 Continental Drama
- SPAN-S 275 Hispanic Culture and Conversation*
- SPAN-S 291 Hispanic Literature and Civilization*
- SPAN-S 301 The Hispanic World I*
- SPAN-S 302 The Hispanic World II*
- SPAN-S 303 The Hispanic World III*
- SPAN-S 363 Introduccion a La Cultura Hispanica*
- SPAN-S 494 Individual Readings in Hispanic Studies*
- HIST-B 323 History of the Holocaust
- HIST-B 361 Europe in the Twentieth Century
- HIST-B 362 Europe in the Twentieth Century, Since 1945
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 19th Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 327 Christianity, 50-450
- POLS-Y 335 European Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- GEOG-G 418 Historical Geography

Latin America Concentration

LATIN AMERICA (15 credit hours, at least 12 at the 200 level or higher):

Group A: Language and Culture (one course) SPAN-S 412, SPAN-S 471, SPAN-S 472, FINA-A 150

Subject to Departmental Approval: SPAN-S 275, SPAN-S 291, SPAN-S 301, SPAN-S 302, SPAN-S 303, SPAN-S 363, SPAN-S 494

Group B: History and Philosophy (one course) HIST-F 100, HIST-F 216, HIST-F 416, HIST-F 232, HIST-F 341, HIST-F 342, HIST-F 350, HIST-F 360

Subject to Departmental Approval: HIST-H 231

Group C: Politics and Geography (one course) POLS-Y 337, GEOG-G 323

Group D: Two other courses in the concentration

- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 471 Spanish American Literature
- SPAN-S 472 Spanish American Literature II
- FINA-A 150 African, New World/Oceanic Art
- SPAN-S 275 Hispanic Culture and Conversation*
- SPAN-S 291 Hispanic Literature and Civilization*
- SPAN-S 301 The Hispanic World I*
- SPAN-S 302 The Hispanic World II*
- SPAN-S 303 The Hispanic World III*
- SPAN-S 363 Introduccion a la Cultura Hispanica*
- SPAN-S 494 Individual Readings in Hispanic Studies*
- HIST-F 100 Issues in Latin American History
- HIST-F 216
- 416 History of Slavery in the Americas
- HIST-F 232 Upheaval in 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-H 231 Women, Men, and Family in History*
- POLS-Y 337 Latin American Politics
- GEOG-G 323 Geography of Latin America

East Asia Concentration

For the Asian Concentration, it is expected that students

will need to take 3^r year Japanese courses through Metroversity and/or study abroad programs in order to meet the requirements of this concentration. Students may also choose to study Chinese through Metroversity to meet their 3-year language requirement. See the International Studies Program Coordinator for advising.

EAST ASIA (15 credit hours, at least 12 at the 200 level or higher):

Group A: Language and Culture (one course) FINA-A 362, FINA-A 451, FINA-A 456, REL-R 153, REL-R 354

Group B: History and Philosophy (one course) HIST-G 100, HIST-G 200, HIST-G 300, HIST-G 385, HIST-G 387, HIST-H 207, HIST-H 208, PHIL-P 170, PHIL-P 374

Group C: Politics and Geography (one course) POLS-Y 369

Group D: Two other courses in the concentration

- FINA-A 362 Art of Japan
- FINA-A 451 Art of the South Pacific
- FINA-A 456 Samoa Art and Culture
- REL-R 153 Religions of Asia
- REL-R 354 Buddhism
- HIST-G 100 Introduction to Asian History

- HIST-G 200
- 300 Issues in Asian History
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American-East Asian Relations
- PHIL-P 170 Intro to Asian Philosophy
- PHIL-P 374 Early Chinese Philosophy
- POLS-Y 369 Asian Politics

Africa Concentration

For the African Concentration, it is expected that students will need to take courses through Metroversity and/or study abroad programs in order to meet the requirements of this concentration. See the International Studies Program Coordinator for advising.

AFRICA (15 credit hours, at least 12 at the 200 level or higher):

Group A: Language and Culture (one course) FREN-F 415, FINA-A 150

Subject to Departmental Approval: FREN-F 305

Group B: History and Philosophy (one course) HIST-E 100, REL-R 257

Group C: Politics and Geography (one course) GEOG-G 425

Group D: Two other courses in the concentration Courses to be taken on a study abroad program or through Metroversity and are subject to the approval of the Program Coordinator of International Studies

- FREN-F 415 La Culture Francophone
- FINA-A 150 African, New World/Oceanic Art
- FREN-F 305 Chefs D'Oeuvre De La Litterature Francaise I*
- HIST-E 100 Issues in African History
- REL-R 257 Introduction to Islam
- GEOG-G 425 Africa: Contemporary Geography Problems

Denotes courses that are subject to departmental approval.

Minor in International Studies
Minor Requirements

1. INTL-I 100 - Introduction to International Studies (3 credits) - must be taken face-to-face with an IU Southeast faculty member

2. Two years of a single foreign language.

3. Two of the following options (6 credits):

- ECON-E 333 International Economics **OR** POLS-Y 376 International Political Economy
- GEOG-G 201 World Regional Geography
- POLS-Y 109 Introduction to International Relations **OR** POLS-Y107 Introduction to Comparative Politics
- HIST-H 101 The World in the 20th Century

4. One course from each group of a selected International Studies concentration (A, B, and C, as displayed below):

Europe Concentration

Group A: Language and Culture

- FREN-F 300 Lectures et Analyses Litteraires
- FREN-F 363 Introduction a la France Moderne
- FREN-F 461 La France Contemporaine
- FREN-F 474 Theme Et Version
- FREN-F 475 Le Francais Oral: Cours Avance
- FREN-F 495 Individual Readings in French (Variable Topics
- GER-G 362 Introduction to Contemporary Germany
- GER-G 363 Introduction to German Cultural History
- GER-G 415 Perspectives on German Literature
- GER-G 418 German Film and Popular Culture
- GER-G 464 German Culture and Society
- SPAN-S 411 Spanish: The Cultural Context
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- ENG-L 297 English Literature to 1600
- ENG-L 298 English Literature from 1600 to 1800
- ENG-L 299 English Literature Since 1800
- ENG-L 303 Medieval English Literature in Translation
- ENG-L 309 Elizabethan Poetry
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 365 Continental Drama
- SPAN-S 275 Hispanic Culture and Conversation*
- SPAN-S 291 Hispanic Literature and Civilization*
- SPAN-S 301 The Hispanic World I*
- SPAN-S 302 The Hispanic World II*
- SPAN-S 303 The Hispanic World III*
- SPAN-S 363 Introduccion a La Cultura Hispanica*
- SPAN-S 494 Individual Readings in Hispanic Studies*

Group B: History and Philosophy

- HIST-B 323 History of the Holocaust
- HIST-B 361 Europe in the Twentieth Century
- HIST-B 362 Europe in the Twentieth Century, Since 1945
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 19th Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 327 Christianity, 50-450

Group C: Politics and Geography

- POLS-Y 335 European Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- GEOG-G 418 Historical Geography

Latin America Concentration

Group A: Language and Culture

- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 471 Spanish American Literature
- SPAN-S 472 Spanish American Literature II
- FINA-A 150 African, New World/Oceanic Art
- SPAN-S 275 Hispanic Culture and Conversation*
- SPAN-S 291 Hispanic Literature and Civilization*
- SPAN-S 301 The Hispanic World I*
- SPAN-S 302 The Hispanic World II*
- SPAN-S 303 The Hispanic World III*
- SPAN-S 363 Introduccion a la Cultura Hispanica*
- SPAN-S 494 Individual Readings in Hispanic Studies*

Group B: History and Philosophy

- HIST-F 100 Issues in Latin American History
- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 232 Upheaval in 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-H 231 Women, Men, and Family in History*

Group C: Politics and Geography

- POLS-Y 337 Latin American Politics
- GEOG-G 323 Geography of Latin America

East Asia Concentration

Group A: Language and Culture

- FINA-A 362 Art of Japan
- FINA-A 451 Art of the South Pacific
- FINA-A 456 Samoa Art and Culture
- REL-R 153 Religions of Asia
- REL-R 354 Buddhism

Group B: History and Philosophy

- HIST-G 100 Introduction to Asian History
- HIST-G 200/300 Issues in Asian History
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American-East Asian Relations
- PHIL-P 170 Intro to Asian Philosophy
- PHIL-P 374 Early Chinese Philosophy

Group C: Politics and Geography

- POLS-Y 369 Asian Politics

Africa Concentration

For the African Concentration, it is expected that students will need to take courses through Metroversity and/or study abroad programs in order to meet the requirements of this concentration. See the International Studies Program Coordinator for advising.

Group A: Language and Culture

- FINA-A 150 Africa, New World, and Oceanic Art
- FREN-F 305 Chefs D'Oeuvre De La Litterature Franciase I*

- FREN-F 415 La Culture Francophone

Group B: History and Philosophy

- HIST-E 100 Issues in African History
- REL-R 257 Introduction to Islam

Group C: Politics and Geography

- GEOG-G 425 Africa: Contemporary Geographic Problems

*Denotes a course that is subject to departmental approval.

Neuroscience

Neuroscience is an interdisciplinary field that involves psychology, biology and chemistry, but can also include other areas such as computer science, communications or philosophy. Part of this field involves scientific research about the nervous system, while another involves applying knowledge of the nervous system to diagnosing and treating human disorders.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/social-sciences/programs/neuroscience/

Academics
Undergraduate Degrees

- Bachelors of Science

Program Information
Student Learning Goals

1: Neuroscience majors will learn substantive knowledge in the fundamental areas of neuroscience.

2: Neuroscience majors will demonstrate an understanding of neuroscience and psychological methodology.

3: Graduating seniors should be able to apply the principles of neuroscience and psychology in real-life settings.

4: Graduating seniors should be aware of and proficient in using neuroscience and psychological resources (Information competency).

5: Graduating seniors should be able to document critical thinking ability when discussing or writing about neuroscience and psychological issues.

6: Graduating seniors should be able to communicate effectively about the field of neuroscience and psychology in both an oral and written format.

7: Graduating seniors should be able to work effectively with other students and professionals in the field of neuroscience and psychology.

8: Graduating seniors and alumni should be prepared for careers in neuroscience and psychology-related fields.

Bachelor of Science in Neuroscience
Program Description

The Bachelor of Science in Neuroscience combines psychology, biology and chemistry to illuminate the biological basis of human action, while allowing students to develop skills that are useful in careers ranging from doctor, scientist, or veterinarian to occupational therapist and bioinformatics.

Whether your goal is to work in a hospital, biotechnology firm or government agency, the B.S. in Neuroscience will place you at the threshold of a field that promises to provide innovative solutions to some of the most pressing human health concerns of modern times.

Degree Requirements

General

Complete 120 total credit hours, *with at least 30 at the 300-400 (upper division) level*, with a program cumulative grade point average of 2.0.

General Education Requirements

Complete the University General Education curriculum requirements.

Math Requirement

MATH-M 118 Finite Mathematics - 3 credit hours

Psychology Core

- PSY-P 101 Introductory Psychology I*
- PSY-P 102 Introductory Psychology II
- PSY-P 341 Research Methods and Statistics I
- PSY-P 342 Research Methods and Statistics II*
- PSY-B 452 Seminar in Psychology (Capstone Course)
- PSY-P 199 Planning Your Psychology Career
- PSY-P 326 Behavioral Neuroscience
- PSY-P407 Drugs and the Nervous System **OR** AHLT-M 350 Medical Sciences for Health Information -I Pharmacology
- COAS-S 154 Pathways*

PSY-P 341 and PSY-P 342 must be taken in consecutive semesters.

Advanced Neuroscience Courses (select 3 credit hours):

- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology
- PSY-P 408 Brain and Cognition
- PSY-P 411 Neural Bases of Learning and Memory
- PSY-P 417 Animal Behavior
- PSY-P 418 Behavior Genetics
- PSY-P 461 Human Memory
- PSY-P 493 Neuroscience Independent Research Course
- COAS-S 399 Neuroscience Internship

Natural Science Courses (10 credit hours)

- CHEM-C 101 Elementary Chemistry I*
- CHEM-C 121 Elementary Chemistry Laboratory I*
- BIOL-L 101 Introduction to the Biological Sciences

Philosophy (select 3 credit hours)

- PHIL-P 393 Bioethics
- PHIL-P 360 Introduction to the Philosophy of Mind

Additional Natural Science (select 2 options)

- BIOL-L 211 Molecular Biology **AND** BIOL-L 323 Molecular Biology Lab
- BIOL-L 311 Genetics **AND** BIOL-L 319 Genetics Laboratory
- PHSL-P 215 Basic Mammalian Physiology
- PHSL-P 416 Comparative Animal Physiology **AND** PHSL-P 418 Lab in Comparative Animal Physiology
- CHEM-C 102 Elementary Chemistry II **AND** CHEM-C 122 Elementary Chemistry II Laboratory
- PHYS-P 100 Physics in the Modern World
- PHYS-P 105 Basic Physics of Sound
- PHYS-P 120 Energy and Technology
- PHYS-P 201 General Physics: Mechanics, Heat, and Sound

Fulfills Campus-wide General Education Requirement

Political Science

Political Science is the study of power. Power is at the core of almost any kind of relationship – in families, workplaces, religious, community or government organizations. Political Science is primarily interested in the power relationship between citizens and their governments and in the power relationship among governments, whether it is between or within countries. Political scientists study how different governments use power, how power functions within government institutions and bureaucracies, as well as the sources and limits of governmental power. Political scientists examine interactions between citizens and government through elections, participation in interest groups, grassroots activism, and public opinion.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/political-science/

Academics
Undergraduate Degrees

- Bachelor of Arts

Undergraduate Certificates

- Public Sector Management Certificate

Minors

- Political Science Minor

Program Information
Student Learning Goals

1: Students will develop skills in research, critical thinking, data analysis, and oral and written communications.

2: Students develop the skills and methods of political scientists.

3: Students will become knowledgeable of the discipline of Political Science.

Scholarships/Awards

Thomas P. and Ellie Wolf Prize in Political Science and the Linda C. Gugin Scholarship - See a faculty member for more information.

Political Science (Bachelor of Arts)

Political Science is the study of power. Power is the core of any kind of relationship - in families, workplaces, religious and other community organizations, or, indeed, in governments. In Political Science we are primarily interested in the power relationships between citizens and their governments and in the power relationship among governments, whether it is between or within countries. In addition, political science focuses on how this power can be harnessed to help others in a society and to make a difference by helping to create communities and institutions that foster broader participation. Political scientists study how different governments use power, how power functions within governmental institutions and bureaucracies, as well as the sources and limits of governmental power. Political scientists examine interactions of citizens and government through the exercise of power in elections, participation in interest groups, grassroots activism, and with public opinion. The political science program consists of a traditional track and a public administration track.

Degree Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Traditional Track

Core Program

- POLS-Y 103 Introduction to American Politics
- POLS-Y 199 Careers for Political Science Majors
- POLS-Y 387 Research Methods in Political Science (Must be taken from an IU Southeast faculty member)
- POLS-T 388 Qualitative Research Methods
- Designated course for political science majors for research writing requirement
- POLS-Y 490 Senior Seminar in Political Science (Must be taken from an IU Southeast faculty member)

Major Specific Requirements

Students must take at least one upper–level course in each of the following four areas:

1. American Politics - Y 301, Y 302, Y303, Y 304, Y 306, Y 317, Y 319, Y 322, Y 324, Y 402, Y 403, Y 404
2. Comparative Politics - Y 335, Y 337, Y 349, Y369
3. International Relations - Y 354, Y 360, Y 376, Y471
4. Political Theory - T 385, T 390, Y 384, Y 392

- POLS-T 385 Politics, Psychology, and Power
- POLS-T 389 Politics and Theatre
- POLS-T 390 Theories of Power
- POLS-Y 301 Political Parties and Interest Groups
- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States
- POLS-Y 304 Constitutional Law
- POLS-Y 306 State Politics in the United States
- POLS-Y 317 Voting, Elections, and Public Opinion
- POLS-Y 318 The American Presidency

- POLS-Y 319 The United States Congress
- POLS-Y 322 The American Presidency
- POLS-Y 324 Women and Politics
- POLS-Y 360 United States Foreign Policy
- POLS-Y 402 Politics of the Budgetary Process
- POLS-Y 403 Legal Issues in Public Bureaucracy
- POLS-Y 404 Political Issues in Public Personnel Administration
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- POLS-Y 369 Introduction to East Asian Politics
- POLS-Y 471 Terrorism
- POLS-Y 376 International Political Economy
- POLS-Y 384 Developments in American Political Thought
- POLS-Y 392 Problems of Contemporary Political Philosophy

Electives: Students must take at least 3 courses from any of the sub-fields noted above or any of the offerings listed below. These elective credits most total to nine credit hours.

- POLS-Y 105 Introduction to Political Theory
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 200 Contemporary Political Problems
- POLS-Y 351 Political Simulations
- POLS-Y 401 Studies in Political Science
- POLS-Y 480 Undergraduate Readings in Political Science
- POLS-Y 481 Field Experience in Political Science
- COAS-S 399 Internship in Political Science

Courses in other fields: Economics, history, and sociology are academic areas that majors will find useful, especially those planning to attend graduate school or law school.
Capstone

- POLS-Y 490 Senior Seminar in Political Science (Must be taken from an IU Southeast faculty member)

Public Administration Track

Core Program

- POLS-Y 103 Introduction to American Politics
- POLS-Y 199 Careers for Political Science Majors
- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States **OR** POLS-Y 306 State Politics in the United States
- POLS-Y 387 Research Methods in Political Science (Must be taken from an IU Southeast faculty member)
- POLS-T 388 Qualitative Research Methods
- COAS-S 399 Internship in Public Administration (must serve a minimum of a three-credit hour internship in an approved public or nongovernmental [nonprofit] organization.

- POLS-Y 490 Senior Seminar in Political Science (Must be taken from an IU Southeast faculty member)

Major Specific Requirements

300-400-Level Public Administration Courses (6 cr.) - Student must complete at least two 300-400 level courses in the public administration area. These include: Y 402 Politics of the Budgetary Process, Y 403 Legal Issues in Public Bureaucracy, or Y 404 Political Issues in Public Personnel Management.

300-400 Level Distribution Requirements (6 cr.) - Students must complete at least two other 300- 400-level courses in political science from any of the following areas: comparative politics, international relations, and theory. Interdisciplinary concentrations in other areas may be substituted for these 300- 400-level distributional requirements upon recommendation of academic advisor.

- POLS-T 385 Politics, Psychology, and Power
- POLS-T 390 Theories of Power
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- POLS-Y 369 Introduction to East Asian Politics
- POLS-Y 350 Politics of the European Union
- POLS-Y 360 United States Foreign Policy
- POLS-Y 471 Terrorism
- POLS-Y 376 International Political Economy
- POLS-Y 384 Developments in American Political Thought
- POLS-Y 392 Problems of Contemporary Political Philosophy

Capstone

- POLS-Y 490 Senior Seminar in Political Science (Must be taken from an IU Southeast faculty member)

Honors Program

Admission Requirements

Admission to the Political Science Honors Program requires the following: The student must be a political science major with junior standing; the student must have at least a 3.3 GPA in all courses and at least a 3.5 GPA in political science courses; and the student must have completed 15 hours of political science courses including Y 387.

- POLS-T 388 Qualitative Research Methods

OR

- POLS-Y 387 Research Methods in Political Science (Must be taken from an IU Southeast faculty member)

Specific Requirements

Once admitted to the program, in addition to meeting the requirements for the political science major, honors students will complete Y498 (1 cr.) taken in conjunction with three advanced political science courses and Y498 (1 cr.) taken in conjunction with Y490. These additional credits can be completed at any time between

admission to the honors program and graduation. The honors student also must present a research paper at an undergraduate or professional conference or have the paper published in a journal. Finally, honors students must maintain the 3.3 GPA in all courses and the 3.5 GPA in political science courses.

- POLS-Y 498 Honors Readings in Political Science
- POLS-Y 499 Reading for Honors

Seniors who have a GPA of 3.5 or higher (both overall and in the major) will be invited to join the national Political Science honor society, Pi Sigma Alpha.

Minor in Political Science

Minimum of 15 credit hours, including:
- POLS-Y 103 Introduction to American Politics (3 cr.)
- One course in comparative politics at any level
- One course in international relations at any level
- One course in political theory at any level
- One course in American politics at the 300- 400-level

(At least 9 credit hours of the minor must be taken on this campus.)

Psychology

Psychological disorders, dreams, attachment in children, genetic influences on intelligence, shyness, eyewitness testimony, neuroscience, sensation & perception - these are just a few of the numerous topics covered in psychology. Although you may find many definitions, psychology is commonly defined as the scientific study of behavior and mental processes.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/psychology/

Academics
Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Science

Minors

- Psychology Minor
- Pre-Expressive Therapy Minor

Program Information
Student Learning Goals

1: Psychology majors will learn substantive knowledge in the fundamental areas of psychology.

2: Psychology majors will demonstrate an understanding of psychological methodology.

3: Graduating seniors should be able to apply the principles of psychology in real-life settings and be prepared for careers in psychology related fields.

4: Graduating seniors should be aware of and proficient in using psychological resources (information competency).

5: Graduating seniors should be able to demonstrate critical thinking ability when discussing or writing about psychological issues.

6: Graduating seniors should be able to communicate effectively about the field of psychology in both an oral and written format.

7: Graduating seniors should be able to work effectively with other students and professionals in the field of psychology.

Psychology (Bachelor of Arts)
Mission/Vision Statement
Faculty of the Psychology Program is dedicated to providing our students with an exemplary educational foundation that will enable them to pursue their career goals and to be educated members of our society. The Psychology Program has developed a challenging curriculum where students develop the knowledge base and skills that today's employers demand and are necessary for the continuation of their education, such as written and oral communication, critical thinking, and teamwork.

Degree/Certificate Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

Note: MATH-M 101, MATH-102 or placement score that would place you in the following math.

- MATH-A 118 Finite Mathematics for the Social and Biological Sciences

OR

- MATH-M 118 Finite Mathematics

Major Specific Requirements

35 credit hours including:

1. PSY-P 101
2. PSY-P 102
3. COAS-S 154
4. PSY-P 199 Majors should take this course within their first 60 hours.
5. PSY-P 341 & P342 (This is a two-semester course. The grade for this course will be given after completion of both semesters. PSY-P 342 fulfills the research writing requirement for psychology majors.)
6. PSY-B 452
7. One of the "psychology as an experimental science" group: PSY-P 325; PSY-P 326; PSY-P 329; PSY-P 335; PSY-P 407; PSY-P 408; PSY-P 411; PSY-P 417; PSY-P 418; PSY-P 461.
8. One of the "psychology as a social science" group: PSY-B 310; PSY-B 354; PSY-B 388; PSY-P 305; PSY-P 319; PSY-P 320.
9. One of the "psychology as an applied science" group: PSY-B 366; PSY-B 378; PSY-B 386; PSY-P 324; PSY-P 336; PSY-P 363; PSY-P 430.
10. 9 hours of electives in Psychology. Only 6 hours from COAS-S 399, PSY-P 493, PSY-P 494,

and PSY-P 495 may be used for completing the requirements for the psychology major or minor.

- PSY-P 101 Introductory Psychology 1
- PSY-P 102 Introductory Psychology 2
- COAS-S 154 Pathways
- PSY-P 199 Planning your Psychology Career
- PSY-P 341 Research and Quantitative Methods in Psychology I
- PSY-P 342 Research and Quantitative Methods in Psychology II
- PSY-B 452 Seminar in Psychology

One from the "Psychology as an experimental science" group

- PSY-P 325 Psychology of Learning
- PSY-P 326 Behavioral Neuroscience
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology
- PSY-P 407 Drugs and the Nervous System
- PSY-P 411 Neural Bases of Learning and Memory
- PSY-P 417 Animal Behaviour
- PSY-P 418 Behavior Genetics
- PSY-P 461 Human Memory
- PSY-P 408 Brain and Cognition

One from the "Psychology as a social science" group

- PSY-B 310 Life Span Development
- PSY-B 354 Adult Development and Aging
- PSY-B 388 Human Sexuality
- PSY-P 305 Psychology and Culture
- PSY-P 319 Psychology of Personality
- PSY-P 320 Social Psychology

One from the "Psychology as an applied science" group

- PSY-B 366 Concepts and Applications of Organizational Psychology
- PSY-B 378 Introduction to Industrial Psychology
- PSY-B 386 Introduction to Counseling
- PSY-P 324 Abnormal Psychology
- PSY-P 336 Psychological Tests and Individual Differences
- PSY-P 430 Behavior Modification
- PSY-P 363 Psychology and Schools

Electives

9 hours of electives in Psychology. Only 6 hours from COAS-S 399, PSY-P 493, PSY-P 494, and PSY-P 495 may be used for completing the requirements for the psychology major or minor.

Capstone

- PSY-B 452 Seminar in Psychology

Psychology (Bachelor of Science)
Mission/Vision Statement
Faculty of the Psychology Program are dedicated to providing our students with an exemplary educational foundation that will enable them to pursue their career goals and to be educated members of our society. The Psychology Program has developed a challenging curriculum where students develop the knowledge

base and skills that today's employers demand and are necessary for the continuation of their education, such as written and oral communication, critical thinking, and teamwork.

Degree/Certificate Requirements

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

General Education Component

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

Note: MATH-M 101, MATH-102 or a placement score that would place students in the following math

- MATH-M 118 Finite Mathematics

BA/BS Distribution Component

Total Natural Sciences requirements for the BS in Psychology are four courses, which must include two biological science courses (one with a lab) and one chemistry course. A total of two of the Natural Science courses must be lab courses.

Major Specific Requirements

41 credit hours including:

1. PSY-P 101
2. PSY-P 102
3. COAS-S 154
4. PSY-P 199 Majors should take this course within their first 60 hours.
5. PSY-P 341 & P342 (This is a two-semester course. The grade for this course will be given after completion of both semesters. PSY-P 342 fulfills the research writing requirement for psychology majors.)
6. PSY-B 452
7. Applied experience (3 credits): Research (PSY-P 454, PSY-P 477, PSY-P 493, PSY-P 495) or Internship (COAS-S 399, PSY-P 301)
8. Three of the "psychology as an experimental science" group: PSY-P 325; PSY-P 326; PSY-P 329; PSY-P 335; PSY-P 407; PSY-P 408; PSY-P 411; PSY-P 417; PSY-P 418; PSY-P461.
9. One of the "psychology as a social science" group: PSY-B 310; PSY-B 354; PSY-B 388; PSY-P 305, PSY-P 319; PSY-P 320.
10. One of the "psychology as an applied science" group: PSY-B 366; PSY-B 378; PSY-B 386; PSY-P 324; PSY-P 336; PSY-P 363; PSY-P 430.
11. 6 hours of electives in Psychology. Only 6 hours from COAS-S 399, PSY-P 493, PSY-P 494, and PSY-P 495 may be used for completing the requirements for the psychology major or minor.

- PSY-P 101 Introductory Psychology 1
- PSY-P 102 Introductory Psychology 2
- COAS-S 154 Pathways
- PSY-P 199 Planning your Psychology Career
- PSY-P 341 Research and Quantitative Methods in Psychology I

- PSY-P 342 Research and Quantitative Methods in Psychology II
- PSY-B 452 Seminar in Psychology

Applied Research - 3 credits (choose one of the following)

- PSY-P 454 Field Experience in International Psychology
- PSY-P 477 Applied Research in Psychology
- PSY-P 493 Supervised Research
- PSY-P 495 Readings and Research in Psychology
- COAS-S 399 Internship
- PSY-P 301 Psychology and Human Problems

Three from the "Psychology as an experimental science" group

- PSY-P 325 Psychology of Learning
- PSY-P 326 Behavioral Neuroscience
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology
- PSY-P 407 Drugs and the Nervous System
- PSY-P 411 Neural Bases of Learning and Memory
- PSY-P 417 Animal Behavior
- PSY-P 418 Behavior Genetics
- PSY-P 461 Human Memory
- PSY-P 408 Brain and Cognition

One from the "Psychology as a social science" group

- PSY-B 310 Life Span Development
- PSY-B 354 Adult Development and Aging
- PSY-B 388 Human Sexuality
- PSY-P 305 Psychology and Culture
- PSY-P 319 Psychology of Personality
- PSY-P 320 Social Psychology

One from the "Psychology as an applied science" group

- PSY-B 366 Concepts and Applications of Organizational Psychology
- PSY-B 378 Introduction to Industrial Psychology
- PSY-B 386 Introduction to Counseling
- PSY-P 324 Abnormal Psychology
- PSY-P 336 Psychological Tests and Individual Differences
- PSY-P 430 Behavior Modification
- PSY-P 363 Psychology and Schools

Electives

6 hours of electives in Psychology. Only 6 hours from COAS-S 399, PSY-P 493, PSY-P 494, and PSY-P 495 may be used for completing the requirements for the psychology major or minor.

Capstone

- PSY-B 452 Seminar in Psychology

Minor in Pre-Expressive Therapy
Degree Requirements

18 credit hours in Psychology including:

- PSY-P 101 Introductory Psychology 1
- PSY-P 102 Introductory Psychology 2

- PSY-P 324 Abnormal Psychology
- PSY-B 310 Life-Span Development
- PSY-B 386 Introduction to Counseling

One course from the following list:

- PSY-B 354 Adult Development and Aging
- PSY-P 316 Psychology of Childhood and Adolescence
- PSY-P 319 Psychology of Personality
- PSY-P 335 Cognitive Psychology
- PSY-P 425 Behavioral Disorders of Childhood and Adolescence

Minor in Psychology
General Requirements

Students pursuing a minor in Psychology must complete the following requirements

- 18 credit hours in Psychology
- Courses must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum cumulative GPA of 2.0 across all courses required in the minor
- Minors are awarded concurrently with Baccalaureate degrees

Course Requirements

- PSY-P 101 Introductory Psychology 1
- PSY-P 102 Introductory Psychology 2
- Complete one of the following "Psychology as an experimental science" courses
  - PSY-P 325 The Psychology of Learning
  - PSY-P 326 Behavioral Neuroscience
  - PSY-P 329 Sensation and Perception
  - PSY-P 335 Cognitive Psychology
  - PSY-P 407 Drugs and the Nervous System
  - PSY-P 408 Brain and Cognition
  - PSY-P 411 Neural Bases of Learning and Memory
  - PSY-P 417 Animal Behavior
  - PSY-P 461 Human Memory

- Complete one of the following "Psychology as a social science" courses
  - PSY-B 310 Life Span Development
  - PSY-B 354 Adult Development and Aging
  - PSY-B 388 Human Sexuality
  - PSY-P 305 Psychology and Cultures
  - PSY-P 319 The Psychology of Personality
  - PSY-P 320 Social Psychology

- Complete one of the following " as an applied science" courses
  - PSY-B 366 Concepts and Applications in Organizational Psychology
  - PSY-B 378 Introduction to Industrial Psychology
  - PSY-B 386 Introduction to Counseling
  - PSY-P 324 Abnormal Psychology
  - PSY-P 336 Psychological Tests and Individual Differences

- PSY-P 363 Psychology in the Schools
- PSY-P 430 Behavior ModificationPsychology

- Complete one additional PSY course at the 200-400 level

Social Sciences

This multidisciplinary degree asks students to build projects and research using a variety of fields, but offers a level of specificity by focusing on the Social Sciences, fields known for studying human society and relationships: Criminal Justice, Economics, History, International Studies, Journalism and Media, Political Science, Psychology, and Sociology. The varied discipline curriculum prepares students with up-to-date social sciences content and methodological skills, including oral and written communication, interpersonal relationship building, team work, analytical and critical thinking, research, and problem solving skills.

The degree is specifically designed for students with over 75 accumulated credit hours, either transfer or prior IU coursework, but who have not followed a specific degree plan. The requirement flexibility provides students a means to graduate in a timely manner with the content and skills students need to achieve their career goals, but with equal academic rigor; as it incorporates the research methodology and capstone courses common to other, discipline-specific majors within the School of Social Sciences

Contact Information
Social Sciences Office: (812) 941-2391

Academics
Undergraduate Degrees

- Bachelors of Arts
- Bachelors of Science

Undergraduate Certificates

- Conflict Analysis and Resolution
- Diversity and Intercultural Competency

Undergraduate Minors

- Interdisciplinary Pre-Law Minor

Program Information
Learning Goals

- Students will develop substantive knowledge in at least two fields within the Social Sciences.
- Students will communicate Effectively in oral presentations and in written projects.
- Students will develop analytical skills and/or skills in research methodology specific to the fields of Social Sciences studied.

Bachelor of Arts in Social Sciences

Student Learning Goals

The interdisciplinary nature of this degree yields both overall learning goals, and discipline specific learning goals.

Overall

1. Students will develop substantive knowledge in at least two fields within the Social Sciences.
2. Students will communicate effectively in oral presentations and in written projects.
3. Students will develop critical thinking and analytical skills, argumentation and skills in research methodology specific to the fields of Social Sciences studied.

Discipline Specific

- Criminal Justice
- Economics
- History
- International Studies
- Journalism
- Political Science
- Psychology
- Sociology

Degree Requirements

Students receiving the Bachelor of Arts in Social Sciences degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- Social Science Track One or Track Two (36 cr.)

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C- or higher
- A minimum GPA of 2.0 is required
- Courses are 3 credit hours unless otherwise noted

Track Requirements

Multiple tracks are available for the students to assist them in attaining their degree. The student should determine the appropriate track with the assistance of a Social Science advisor.

Dual Discipline Track (minimum 36 credit hours with grade of C- or better to apply to degree)

- 18 credit hours from *two* different disciplines in School of Social Sciences or Economics.
- Complete the methods/statistics and capstone course(s) from one of the disciplines chosen, as part of the 18 required; as specified in grid below:

- ***Criminal Justice***

  - CJUS-P 295 Criminal Justice Data, Methods, and Resources
  - CJUS-P 470 Senior Seminar in Criminal Justice

- ***Economics***

  - ECON-E 270 Intro to Statistical Theory in Economics and Business
  - BUS-K 352 Business Anlytics: Redictive and Prescriptive Analytics

History

- HIST-H 236 The Historian's Craft
- HIST-J 495 Proseminar for History Majors

International Studies

- HIST-H 236 The Historian's Craft

OR

- POLS-T/Y 388/387 Qualitative Research Methods AND Research Methods
- INTL-I 400 International Studies Capstone Seminar - Must be taken face-to-face on the IU Southeast campus

Journalism and Media

- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 362 Journalism Multimedia Storytelling

OR

- JOUR-J 429 Public Relations Campaigns

Political Science

- POLS-T 388 Qualitative Research Methods
- POLS-Y 387 Research Methods in Political Science
- POLS-Y 490 Senior Seminar in Political Science

Psychology

- PSY-P 341 Research in Psychology I
- PSY-P 342 Research in Psychology II

AND

- PSY-B 452 Seminar in Psychology

Sociology

- SOC-S 380 Methods of Social Research I
- SOC-S 381 Methods of Social Research II

AND

- SOC-S 470 Senior Seminar

Triple Discipline Track (minimum 36 credit hours with grade of C- or better to apply to degree)

- Complete a minimum of 12 credit hours in *three* different disciplines in the School of Social Sciences and Economics.
- Select one of these disciplines and include in the 12 credit hours the discipline's methods/statistics and capstone course as specified in the grid above.

Bachelor of Science in Social Sciences

Student Learning Goals

The interdisciplinary nature of this degree yields both overall learning goals, and discipline specific learning goals.

Overall

1. Students will develop substantive knowledge in at least two fields within the Social Sciences.
2. Students will communicate effectively in oral presentations and in written projects.
3. Students will develop critical thinking and analytical skills, argumentation and skills in research methodology specific to the fields of Social Sciences studied.

Discipline Specific

- Criminal Justice
- Economics
- History
- International Studies
- Journalism
- Political Science
- Psychology
- Sociology

Degree Requirements

Students receiving the Bachelor of Science in Social Sciences degree must complete 120 total credit hours including:

- General Education Core (30 cr.)
- Bachelor of Science Distribution Requirement (14-18 cr.)
- Social Sciences Track Requirement (36 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C- or higher
- Courses are 3 credit hours unless otherwise noted
- A minimum GPA of 2.0 is required

Bachelor of Science Distribution Requirement

- MATH-M 122 College Algebra
- Three addtional in life science or physical science courses, with a least one having an associated or integrated lab component. (11-15 credit hours, depending on choice of courses.)
- See list of courses distinguishing between Life and Physical Sciences.

Track Requirement

Multiple tracks are available for the students to assist them in attaining their degree. The student should determine the appropriate track with the assistance of a Social Science advisor.

Dual Discipline Track (minimum 36 credit hours with grade of C- or better to apply to degree)

- 18 credit hours from *two* different disciplines in School of Social Sciences or Economics.
- Complete the methods/statistics and capstone course(s) from one of the disciplines chosen, as part of the 18 required; as specified in grid below:

Criminal Justice

- CJUS-P 295 Criminal Justice Data, Methods, and Resources
- CJUS-P 470 Senior Seminar in Criminal Justice

Economics

- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- BUS-K 352 Business Analytics: Predictive and Prescriptive Analytics

History

- HIST-H 236 The Historian's Craft
- HIST-J 495 Proseminar for History Majors

International Studies

- HIST-H 236 The Historian's Craft

OR

- POLS-T/Y 388/387 Qualitative Research Methods AND Research Methods
- INTL-I 400 International Studies Capstone Seminar

Journalism and Media

- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 362 Journalism Multimedia Storytelling

OR

- JOUR-J 429 Public Relations Campaigns

Political Science

- POLS-T 388 Qualitative Research Methods
- POLS-Y 387 Research Methods in Political Science
- POLS-Y 490 Senior Seminar in Political Science

Psychology

- PSY-P 341 Research in Psychology I
- PSY--P 342 Research in Psychology II

AND

- PSY-B 452 Seminar in Psychology

Sociology

- SOC-S 380 Methods of Social Research I
- SOC-S 381 Methods of Social Research II

AND

- SOC-S 470 Senior Seminar

Triple Discipline Track (minimum 36 credit hours with grade of C- or better to apply to degree)

- Complete a minimum of 12 credit hours in *three* different disciplines in the School of Social Sciences and Economics.
- Select one of these disciplines and include in the 12 credit hours the discipline's methods/statistics and capstone course as specified in the grid above.

Interdisciplinary Pre-Law Minor
Minor Requirements

18 credit hours chosen from across offerings in the Schools of Arts & Letters, Business, and Social Sciences.

Minimum grade of C- in each course and overall GPA of 2.0 across all 18 credits required.

1. PHIL-P 150 - Elementary Logic (3 credits)
2. POLS-Y 304 - Constitutional Law (3 credits)
3. SPCH-S 228 - Argument and Debate OR PHIL-P 113 Introduction to Debate, Argument. and Persuasion (3 credits)
4. 9 credits (3 courses) choose one from each of the following distribution areas:

- • Critical Reading, Writing and Problem Solving
  - Public Service, Promotion of Justice and Background Knowledge
  - Organization, Management, Relationship Building and Collaboration

Note: No more than two courses from any single discipline. Two of the three required courses must be at the 300 level or higher. Some courses have pre- or co-requisites. See *Courses* section of this Bulletin for details.

Distribution Area Options

Critical Reading, Writing, and Problem Solving

- ENG-W 270/420 Argumentative Writing
- ENG-L 371 Critical Practices
- HIST-A 302 Revolutionary America 1763-1791
- HIST-A 303 United States 1792-1829
- POLS-T 385 Politics, Psychology, and Power
- POLS-Y 349 Comparative Public Policy
- POLS-Y 384 Developments in American Political Thought
- POLS-Y 392 Problems of Contemporary Political Philosophy
- SOC-S 360 Topics in Social Policy
- SOC-S 403 Industry, Labor, and Community

Public Service, Promotion of Justice, and Background Knowledge

- HIST-A 381 Civil Rights Era in the U.S.
- HIST-F 341 Latin America:Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 345 Problems in Social and Political Philosophy
- POLS-T 390 Theories of Power
- POLS-Y 103 Introduction to American Politics
- POLS-Y 306 State Politics in the U.S.
- POLS-Y 317 Voting, Elections, Public Opinion
- POLS-Y 337 Latin American Politics
- SOC-R 463 Inequality and Society

Organization, Management, Relationship Building, and Collaboration

- BUS-L 201 Legal Environment of Business
- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States
- PSY-B 378 Introduction to Industrial Psychology
- SPCH-S 229 Discussion and Group Methods

- SPCH-S 306 Leadership

Sociology

Sociology is the scientific study of human social relationships with a focus on the causes and consequences of human group behavior. Sociologists are concerned with the divisions of society regarding culturally shared and learned beliefs and behavior patterns. Sociology involves the gathering of information about society that is used to make generalizations and predictions about causes and consequences of social behavior.

Contact Information
Social Sciences Office: (812) 941-2391
Website: https://www.ius.edu/sociology/

Academics
Undergraduate Degrees

- Bachelor of Arts
- Bachelor of Science

Minors

- Sociology Minor

Program Information
- Mission Statement and Learning Goals

Sociology Program Information
Mission/Vision Statement

The Sociology Department is a student-centered community engaged in active learning. We strive to create an environment in which students gain an understanding of human social behavior by cultivating the sociological imagination. The sociological imagination involves the ability to understand how individual lives and personal problems are connected to public issues and the structure of society, Students are also encouraged to explore their own position in and relationship to society, and especially how it's shaped by race, class and gender. At its core, the sociological mission is rooted in social theory and the scientific method and how these can be applied to improve social conditions.

Student Learning Goals

1: Sociology students should demonstrate a working knowledge (by defining, mastering the characteristics of, and being able to apply the concept to an example) of key concepts in sociology.

2: Sociology students should demonstrate a working knowledge of the major theories in sociology, the role of theory in building knowledge, and for a given social phenomena, construct a reasoned argument based on a theoretical perspective.

3: Sociology students should demonstrate a working knowledge of research methods in sociology; including recognizing how the scientific method is used; applying the proper statistical procedure to data; and interpreting the data appropriately.

4: Sociology students should demonstrate a working knowledge of cultural diversity including the significance of race, ethnicity, gender, class and sexuality both within the U.S. society and in the global world.

5: Demonstrate a working knowledge of what it takes to transform from student to professional and how to effectively use that college career to successfully make the shift.

Sociology (Bachelor of Arts)
Degree Requirements

Students receiving the Bachelor of Arts in Sociology degree must complete 120 total credit hours including:

- General Education Component (30 cr.)
- Bachelor of Arts Foreign Language Requirement (14 cr.)
- Bachelor of Arts Distribution Requirement (15 cr.)
- Traditional Track or Gender Studies Track (30 - 37 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C- or higher
- A minimum GPA of 2.0 is required

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- SOC-S 163 Social Problems
- MATH-A 118 Finite Mathematics **OR** MATH-M 118 Finite Mathematics

Traditional Track

The traditional track of the sociology major requires a minimum of 30 credit hours in sociology.

- SOC-S 163 Social Problems
- SOC-S 199 Careers in Sociology
- SOC-S 380 Introduction to Social Research Methods I
- SOC-S 381 Introduction to Social Research Methods II
- SOC-S 260 Intermediate Sociological Writing
- SOC-S 441 Topics in Social Theory
- SOC 200-level and above Sociology Elective
- SOC 200-level and above Sociology Elective
- SOC 200-level and above Sociology Elective
- SOC 200-level and above Sociology Elective
- SOC 300/400 Sociology Elective

Capstone

- SOC-S 470 Senior Seminar

Gender Studies Track

Specific Requirements for Track

The Gender Studies Track in Sociology requires a total of 37 credit hours. Specific courses are listed below.

- GNDR-G 101 Gender, Culture, and Society
- SOC-S 163 Social Problems

- SOC-S 199 Careers in Sociology
- SOC-S 380 Introduction to Social Research Methods I
- SOC-S 381 Introduction to Social Research Methods II
- SOC-S 260 Intermediate Sociological Writing
- SOC-S 441 Topics in Social Theory

Electives

- SOC 300/400 Sociology Elective

Must take 6 credit hours of sociology courses:

- SOC-R 320 Sexuality & Society
- SOC-R 326 Masculinity & Society
- SOC-S 310 Sociology of Women in America
- SOC-S 338 Sociology of Sex Roles
- SOC-S 413 Gender & Society
- SOC-S 416 The Family
- SOC A Sociology course with a gender component as approved by the instructor.

Must take 3 credit hours of social science courses:

- POLS-Y 324 Women & Politics
- PSY-P 460 Women: a Psychological Perspective
- Other Social Science classes with a gender component and an advisor's approval

Must take 3 credit hours of Arts & Letters courses:

- ENG-L 207 Women and Literature
- COMM-S 450 Gender and Communication
- Other class with gender component and an advisor's approval

Capstone

- SOC-S 470 Senior Seminar Senior with a gender-related topic for the seminar paper

Sociology (Bachelor of Science)

The purpose of this program is to provide Sociology students with greater depth of knowledge in Sociology as a science and more development of research skills than currently provided by the Sociology B.A. program, which provides a more generalized education in Sociology.

Degree Requirements

Students receiving the Bachelor of Science in Sociology degree must complete 120 total credit hours including:

- General Education Component (30 cr.)
- Bachelor of Science Distribution Requirement (8 cr.)
- Sociology Core (37 cr.)
- Sociology Capstone (3 cr.)
- Electives as needed to complete 120 total credit hours

- A minimum of 30 credit hours at the 300- or 400-level
- Courses required for the major must be completed with a grade of C- or higher
- A minimum GPA of 2.0 is required

Note: This is not a re-statement of the University's General Education Requirement but a list of specific General Education courses which are also requirements or pre-requisites for course work in the school/major.

- SOC-S 163 Social Problems
- MATH-A 118 Finite Mathematics for the Social and Biological Sciences

B.S. Distribution Component

- Additional Life or Physical Science from BA list *
- Additional Life or Physical Science from BA list *

*Note: Must take at least one life science and one physical science.

Sociology Core

The B.S. in Sociology requires a minimum of 37 credit hours in sociology. Specific requirements are listed below.

- SOC-S 163 Social Problems
- SOC-S 199 Careers in Sociology
- SOC-S 380 Introduction to Social Research Methods I
- SOC-S 381 Introduction to Social Research Methods II
- SOC-S 260 Intermediate Sociological Writing
- SOC-S 441 Topics in Social Theory

Choose one of the following courses: "Sociology as an Applied Science"

- SOC-S 305 Population & Human Ecology
- SOC-S 308 Global Society
- SOC-S 309 The Community
- SOC-S 360 Topics in Social Policy
- SOC-S 361 Cities & Suburbs
- SOC-S 403 Industry, Labor, and Community
- SOC-S 431 Topics in Social Psychology

Choose three of the following courses: "Social Groups, Institutions, and Society" or "Sociology as an Applied Science"

- SOC-R 318 The Self & Social Interaction
- SOC-R 319 Sport & Society
- SOC-R 320 Sexuality & Society
- SOC-R 326 Masculinity & Society
- SOC-R 327 Sociology of Death & Dying
- SOC-R 463 Inequality & Society
- SOC-S 203 Sociological Concepts & Perspectives
- SOC-S 301 Topics in Gender
- SOC-S 304 Global Issues in Gender
- SOC-S 305 Population & Human Ecology
- SOC-S 308 Global Society
- SOC-S 309 The Community
- SOC-S 312 Education & Society
- SOC-S 313 Religion & Society
- SOC-S 314 Social Aspects of Health & Medicine
- SOC-S 315 Work & Occupations
- SOC-S 319 Science & Society
- SOC-S 331 Sociology of Aging
- SOC-S 335 Race & Ethnic Relations
- SOC-S 338 Sociology of Gender Roles
- SOC-S 344 Sociology of Childhood
- SOC-S 345 Food and Society
- SOC-S 360 Topics in Social Policy

- SOC-S 361 Cities & Suburbs
- SOC-S 403 Industry, Labor, and Community
- SOC-S 405 Selected Social Institutions
- SOC-S 413 Gender & Society
- SOC-S 416 The Family
- SOC-S 419 Social Movements & Collective Action
- SOC-S 431 Topics in Social Psychology

Electives

Complete one of the following

- SOC 300/400 Sociology Elective

Complete two of the following

- BUS-M 300 Introduction to Marketing
- COMM-I 334 Public Relations in Strategic Communication
- COMM-S 229 Discussion and Group Methods
- COMM-S 327 Interviewing Principles and Practices
- CSCI-A 212 Spreadsheet Applications
- CSCI-A 213 Database Applications
- INFO-I 101 Introduction to Informatics
- INFO-I 202 Social Informatics
- INFO-I 303 Organizational Informatics
- GEOG-G 338 Geographic Information Sciences
- GEOG-G 438 Advanced Geographic Information Systems
- GEOG-G 439 Seminar in Geographic Information
- ECON-E 338 Business & Economic Applications of Geographical Information Systems

Capstone

- SOC-S 470 Senior Seminar in Sociology

Minor in Sociology
Degree Requirements

18 credit hours, including: SOC-S 163 and 15 additional hours of 200-400-level sociology courses.

Certificate in Asian Affairs
Description
The 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

Culture (choose one course)

- FINA-A 362 The Art of Japan
- FINA-A 451 Art of the South Pacific
- FINA-A 456 The Art and Culture of Samoa, Western Polynesia
- REL-R 153 Religions of Asia
- REL-R 354 Buddhism

History & Philosophy (choose one course)

- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American-East Asian Relations
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 374 Early Chinese Philosophy

Politics & Geography (choose one course)

- POLS-Y 369 Introduction to Asian Politics

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

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

Certificate in Conflict Analysis and Resolution
The 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 dymnamics 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 wiht a minimum G.P.A. of 2.0, including at least nine hours at the 300-level or above.

Required Coursework

- CJUS-P 313 Conflict Management

Choose Two of the Following:

- BUS-M 421 Fundamentals of Negotiation
- PHIL-P 140 Introduction to Ethics
- PSY-P 321 Group Dynamics
- SOC-S 318 The Self and Social Interaction
- CMCL-C 427 Cross Cultural Communication

Choose Three Elective Courses from the Following:

- CJUS-P 330 Ethics in Criminal Justice
- CJUS-P 335 Race, Gender and Inequality in the Criminal Justice System
- CMCL-S 229 Discussion and Group Methods
- HIST-A 301 Colonial North America
- HIST-A 302 Revolutionary United States
- HIST-A 381 Civil Righs Era in the United States
- HIST-B 315 European Anti-Semitism, Enlightenment to the Holocaust
- HIST-B 323 History of the Holocaust
- HIST-B 360 Europe from Napoleon to the First World War
- HIST-B 361 Europe in the Twentieth Century
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-H 101 The World in the Twentieth Century
- PHIL-P 113 Debate, Argument, and Persuasion
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 351 Political Simulations (1 cr. Repeatable two times)
- POLS-Y 369 Intro to East Asian Politics
- POLS-Y 392 Special Topics in Political Science: Theories of Power
- POLS-Y 471 Terrorism
- SOC-S 419 Social Movements and Collective Behavior
- SOC-R 463 Inequality and Society
- SOC-S 335 Race and Ethnic Relations

Certificate in Diversity and Intercultural Competency

The 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

- AFRO-A 169 Introduction to African American Literature
- ANTH-E 105 Culture and Society
- EDUC-M 300 Teaching in a Pluralistic Society
- ENG-L 207 Women and Literature
- ENG-L 374 Ethnic American Literature
- ENG-L 378 Studies in Women and Literature
- ENG-L 383 Studies in British or Commonwealth Culture
- ENG-L 389 Feminist Literary and Cultural Criticism
- FINA-A 150 African, New World and Oceanic Art
- FINA-A* 343 American Art *can only be taken when focus is on diversity issues
- FINA-A 362 Art of Japan
- FINA-A 402 Arts of Native North America
- FINA-A 451 Art of the South Pacific
- FINA-A 452 Art of Pre-Columbian America
- FINA-A 458 Topics in the Ethnographic Arts
- FINA-A 485 Women and Gender in the Visual Arts
- FREN-F 363 Introduction a la France Moderne
- FREN-F 415 La Culture Francophone
- FREN-F 461 La France Contemporaine
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 334 Buddhist Philosophy
- PHIL-P 374 Early Chinese Philosophy
- PHIL-P 394 Feminist Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 153 Religions of Asia
- REL-R 245 Introduction to Judaism
- REL-R 257 Introduction to Islam
- REL-R 364 Topics in Gender and Western Religion
- SPAN-S 301 The Hispanic World I
- SPAN-S 302 The Hispanic World II
- SPAN-S 303 The Hispanic World III
- SPAN-S 363 Introduccion a la cultura hispanica
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context

Social Sciences Courses

- CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System
- CJUS-P 362 Sex Offenders
- CJUS-P 375 American Juvenile Justice System
- CJUS-P 423 Sexuality and the Law
- HIST-A 260 Early American Women's History
- HIST-A 261 Modern American Women's History
- HIST-A 310 Survey of American Indians I
- HIST-A 356 African-American History II
- HIST-A 381 Civil Rights Era in the U.S.
- HIST-B 315 European Anti-Semitism from the Enlightenment to the Holocaust
- HIST-B 359 Europe, 1789-1848
- HIST-B 360 Europe, 1848-1914
- HIST-B 361 Europe in the Twentieth Century, 1914-1945
- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216 History of Slavery in the Americas
- HIST-F 232 Upheaval in the 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century
- HIST-H 103 Europe: Renaissance to Napoleon

- HIST-H 104 Europe: Napoleon to the Present
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 324 Women and Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 354 Nationalism
- POLS-Y 369 Asian Politics
- PSY-P 305 Psychology and Cultures
- SOC-R 320 Sexuality and Society
- SOC-R 326 Masculinity and Society
- SOC-R 463 Inequality and Society
- SOC-S 163 Social Problems
- SOC-S 301 Topics in Gender
- SOC-S 304 Global Issues in Gender
- SOC-S 308 Global Society
- SOC-S 313 Religion and Society
- SOC-S 331 Sociology of Aging
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Sociology of Gender Roles
- SOC-S 360 Topics in Social Policy
- SOC-S 413 Gender and Society
- SOC-S 419 Social Movements and Collective Action
- SOC-W 100 Gender Studies

Certificate in European Affairs

Description
The 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.

  Culture (choose one course)

  ENG-L 297 English Literature to 1600

  ENG-L 298 English Literature from 1600 to 1800

  ENG-L 299 English Literature Since 1800

  ENG-L 303 Medieval English Literature in Translation

  ENG-L 309 Elizabethan Poetry

ENG-L 313 Early Plays of Shakespeare

ENG-L 314 Late Plays of Shakespeare

ENG-L 365 Continental Drama

FINA-A 101 Ancient and Medieval Art

FINA-A 102 Renaissance through Modern Art

FREN-F 300 Lectures Et Analyses Litteraires

FREN-F 363 Introduction a la France moderne

FREN-F 461 La France contemporaine

FREN-F 475 Advanced Oral Practice 1

FREN-F 495 Individual Readings in French

GER-G 362 Introduction to Contemporary Germany

GER-G 363 Introduction to German Cultural History

GER-G 415 Perspectives on German Literature

GER-G 418 German Film and Popular Culture

GER-G 464 German culture and Society

SPAN-S 407 Survey of Spanish Literature I

SPAN-S 408 Survey of Spanish Literature II

SPAN-S 411 Spain: The Cultural Context

SPAN-S 275* Hispanic Culture and Conversation

SPAN-S 291* Hispanic Literature and Civilization

SPAN-S 301* The Hispanic World 1

SPAN-S 302* The Hispanic World 2

SPAN-S 303* The Hispanic World

SPAN-S 363* Introduction to Hispanic Culture

SPAN-S 494* Individual Readings in Hispanic Studies

History & Philosophy (choose one course)

HIST-H 103 Europe: Renaissance to Napoleon

HIST-H 104 Europe: Napoleon to the Present

HIST-B 323 History of the Holocaust

HIST-B 361 Europe in the 20th Century I

HIST-B 362 Europe in the 20th Century II

PHIL-P 302 Medieval Philosophy

PHIL-P 304 Nineteenth-Century Philosophy

PHIL-P 314 Modern Philosophy

PHIL-P 410 Ancient Greek Philosophy

REL-R 152 Jews, Christians, & Muslims

REL-R 327 Christianity, 50-450

Politics & Geography (choose one course)

POLS-Y 335 West European Politics

POLS-Y 349 Comparative Public Policy

POLS-Y 354 Nationalism in Europe

GEOG-G 418 Historical Geography

Elective (choose one additional course from any area listed above or complete a Study Abroad in Europe. Study Abroad in Europe is strongly encouraged.)

* Denotes courses that are subject to departmental approval.

Certificate in Latin American Affairs
Description
The 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

Culture (choose one course)

- FINA-A 150 Africa, New World, & Oceanic Art
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 471 Survey of Spanish American Literature I
- SPAN-S 472 Survey of Spanish American Literature II
- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301* The Hispanic World I
- SPAN-S 302* The Hispanic World II
- SPAN-S 303* The Hispanic World
- SPAN-S 363* Introduccion a la Cultura Hispanica
- SPAN-S 494* Individual Readings in the Hispanic Studies

History & Philosophy (choose one course)

- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 341 Latin America: Conquest and Empire

- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-F 232 Upheaval in 20th-Century Latin America
- HIST-H 231* Women, Men, and Family in History

Politics & Geography (choose one course)

- POLS-Y 337 Latin American Politics
- GEOG-G 323 Geography of Latin America

Elective (choose one additional course from any area listed above or complete a Study Abroad. Study Abroad in Latin America is strongly encouraged.)

* Denotes courses that are subject to departmental approval.

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

Certificate Specific Requirements

Students must successfully complete any four of the courses below:

- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States
- POLS-Y 306 State Politics in the United States
- POLS-Y 401 Topics in Political Science - Seminar in Grant Writing, cross listed with PSY-P 457
- POLS-Y 402 Politics of the Budgetary Process
- POLS-Y 403 Legal Issues in Public Bureaucracy
- POLS-Y 404 Political Issues in Public Personnel Management

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

Culture (choose one course)

- FINA-A 362 The Art of Japan
- FINA-A 451 Art of the South Pacific
- FINA-A 456 The Art and Culture of Samoa, Western Polynesia
- REL-R 153 Religions of Asia
- REL-R 354 Buddhism

History & Philosophy (choose one course)

- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 207 Modern East Asian Civilization
- HIST-H 208 American-East Asian Relations
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 374 Early Chinese Philosophy

Politics & Geography (choose one course)

- POLS-Y 369 Introduction to Asian Politics

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

* 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

- CJUS-P 313 Conflict Management

Choose Two of the Following:

- BUS-M 421 Fundamentals of Negotiation
- PHIL-P 140 Introduction to Ethics
- PSY-P 321 Group Dynamics
- SOC-S 318 The Self and Social Interaction
- CMCL-C 427 Cross Cultural Communication

Choose Three Elective Courses from the Following:

- CJUS-P 330 Ethics in Criminal Justice
- CJUS-P 335 Race, Gender and Inequality in the Criminal Justice System
- CMCL-S 229 Discussion and Group Methods
- HIST-A 301 Colonial North America
- HIST-A 302 Revolutionary United States
- HIST-A 381 Civil Rights Era in the United States
- HIST-B 315 European Anti-Semitism, Enlightenment to the Holocaust
- HIST-B 323 History of the Holocaust
- HIST-B 360 Europe from Napoleon to the First World War
- HIST-B 361 Europe in the Twentieth Century
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-H 101 The World in the Twentieth Century
- PHIL-P 113 Debate, Argument, and Persuasion
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 351 Political Simulations (1 cr. Repeatable two times)
- POLS-Y 369 Intro to East Asian Politics
- POLS-Y 392 Special Topics in Political Science: Theories of Power
- POLS-Y 471 Terrorism
- SOC-S 419 Social Movements and Collective Behavior
- SOC-R 463 Inequality and Society
- SOC-S 335 Race and Ethnic Relations

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

- AFRO-A 169 Introduction to African American Literature
- ANTH-E 105 Culture and Society
- EDUC-M 300 Teaching in a Pluralistic Society
- ENG-L 207 Women and Literature
- ENG-L 374 Ethnic American Literature
- ENG-L 378 Studies in Women and Literature
- ENG-L 383 Studies in British or Commonwealth Culture
- ENG-L 389 Feminist Literary and Cultural Criticism
- FINA-A 150 African, New World and Oceanic Art
- FINA-A* 343 American Art *can only be taken when focus is on diversity issues
- FINA-A 362 Art of Japan
- FINA-A 402 Arts of Native North America
- FINA-A 451 Art of the South Pacific
- FINA-A 452 Art of Pre-Columbian America
- FINA-A 458 Topics in the Ethnographic Arts
- FINA-A 485 Women and Gender in the Visual Arts
- FREN-F 363 Introduction a la France Moderne
- FREN-F 415 La Culture Francophone
- FREN-F 461 La France Contemporaine
- PHIL-P 170 Introduction to Asian Philosophy
- PHIL-P 334 Buddhist Philosophy
- PHIL-P 374 Early Chinese Philosophy
- PHIL-P 394 Feminist Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 153 Religions of Asia
- REL-R 245 Introduction to Judaism
- REL-R 257 Introduction to Islam
- REL-R 364 Topics in Gender and Western Religion
- SPAN-S 301 The Hispanic World I
- SPAN-S 302 The Hispanic World II
- SPAN-S 303 The Hispanic World III
- SPAN-S 363 Introduccion a la cultura hispanica
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context

Social Sciences Courses

- CJUS-P 335 Race, Gender, and Inequality in the Criminal Justice System
- CJUS-P 362 Sex Offenders
- CJUS-P 375 American Juvenile Justice System
- CJUS-P 423 Sexuality and the Law
- HIST-A 260 Early American Women's History
- HIST-A 261 Modern American Women's History
- HIST-A 310 Survey of American Indians I
- HIST-A 356 African-American History II
- HIST-A 381 Civil Rights Era in the U.S.
- HIST-B 315 European Anti-Semitism from the Enlightenment to the Holocaust
- HIST-B 359 Europe, 1789-1848
- HIST-B 360 Europe, 1848-1914
- HIST-B 361 Europe in the Twentieth Century, 1914-1945
- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216 History of Slavery in the Americas
- HIST-F 232 Upheaval in the 20th Century Latin America
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-G 100 Introduction to Asian History
- HIST-G 200 Issues in Asian History
- HIST-G 300 Issues in Asian History
- HIST-H 101 The World in the Twentieth Century
- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 324 Women and Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 354 Nationalism
- POLS-Y 369 Asian Politics
- PSY-P 305 Psychology and Cultures
- SOC-R 320 Sexuality and Society
- SOC-R 326 Masculinity and Society
- SOC-R 463 Inequality and Society
- SOC-S 163 Social Problems
- SOC-S 301 Topics in Gender
- SOC-S 304 Global Issues in Gender
- SOC-S 308 Global Society
- SOC-S 313 Religion and Society
- SOC-S 331 Sociology of Aging
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Sociology of Gender Roles
- SOC-S 360 Topics in Social Policy
- SOC-S 413 Gender and Society
- SOC-S 419 Social Movements and Collective Action
- SOC-W 100 Gender Studies

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.

Culture (choose one course)

- ENG-L 297 English Literature to 1600
- ENG-L 298 English Literature from 1600 to 1800
- ENG-L 299 English Literature Since 1800
- ENG-L 303 Medieval English Literature in Translation
- ENG-L 309 Elizabethan Poetry
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 365 Continental Drama
- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FREN-F 300 Lectures Et Analyses Litteraires
- FREN-F 363 Introduction a la France moderne
- FREN-F 461 La France contemporaine
- FREN-F 475 Advanced Oral Practice 1
- FREN-F 495 Individual Readings in French
- GER-G 362 Introduction to Contemporary Germany
- GER-G 363 Introduction to German Cultural History
- GER-G 415 Perspectives on German Literature
- GER-G 418 German Film and Popular Culture
- GER-G 464 German culture and Society
- SPAN-S 407 Survey of Spanish Literature I
- SPAN-S 408 Survey of Spanish Literature II
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301* The Hispanic World 1
- SPAN-S 302* The Hispanic World 2
- SPAN-S 303* The Hispanic World
- SPAN-S 363* Introduction to Hispanic Culture
- SPAN-S 494* Individual Readings in Hispanic Studies

History & Philosophy (choose one course)

- HIST-H 103 Europe: Renaissance to Napoleon
- HIST-H 104 Europe: Napoleon to the Present
- HIST-B 323 History of the Holocaust
- HIST-B 361 Europe in the 20th Century I
- HIST-B 362 Europe in the 20th Century II
- PHIL-P 302 Medieval Philosophy
- PHIL-P 304 Nineteenth-Century Philosophy
- PHIL-P 314 Modern Philosophy
- PHIL-P 410 Ancient Greek Philosophy
- REL-R 152 Jews, Christians, & Muslims
- REL-R 327 Christianity, 50-450

Politics & Geography (choose one course)

- POLS-Y 335 West European Politics
- POLS-Y 349 Comparative Public Policy
- POLS-Y 354 Nationalism in Europe
- GEOG-G 418 Historical Geography

Elective (choose one additional course from any area listed above or complete a Study Abroad in Europe. Study Abroad in Europe is strongly encouraged.)

* Denotes courses that are subject to departmental approval.

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.

- **Complete each course listed below**

    - POLS-Y 376 International Political Economy **OR** POLS-Y 333 International Economics
      GEOG-G 201 World Regional Geography
      POLS-Y 109 Intro. to International Relations **OR** POLS-Y 107 Intro. to Comparative Politics
    - HIST-H 101 The World in the 20th Century
    - Choose one elective from the International Studies curriculum or complete a Study Abroad

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

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

Culture (choose one course)

- FINA-A 150 Africa, New World, & Oceanic Art
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 471 Survey of Spanish American Literature I
- SPAN-S 472 Survey of Spanish American Literature II
- SPAN-S 275* Hispanic Culture and Conversation
- SPAN-S 291* Hispanic Literature and Civilization
- SPAN-S 301* The Hispanic World I
- SPAN-S 302* The Hispanic World II
- SPAN-S 303* The Hispanic World
- SPAN-S 363* Introduccion a la Cultura Hispanica
- SPAN-S 494* Individual Readings in the Hispanic Studies

History & Philosophy (choose one course)

- HIST-F 100 Issues in Latin American History: Introduction
- HIST-F 216/416 History of Slavery in the Americas
- HIST-F 341 Latin America: Conquest and Empire
- HIST-F 342 Latin America: Evolution and Revolution
- HIST-F 350 The Environment in Latin American History
- HIST-F 360 Natural Disasters in Latin American History
- HIST-F 232 Upheaval in 20th-Century Latin America
- HIST-H 231* Women, Men, and Family in History

Politics & Geography (choose one course)

- POLS-Y 337 Latin American Politics
- GEOG-G 323 Geography of Latin America

Elective (choose one additional course from any area listed above or complete a Study Abroad.

Study Abroad in Latin America is strongly encouraged.)

* Denotes courses that are subject to departmental 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

Certificate Specific Requirements

Students must successfully complete any four of the courses below:

- POLS-Y 302 Public Bureaucracy in Modern Society
- POLS-Y 303 Formation of Public Policy in the United States
- POLS-Y 306 State Politics in the United States
- POLS-Y 401 Topics in Political Science - Seminar in Grant Writing, cross listed with PSY-P 457
- POLS-Y 402 Politics of the Budgetary Process
- POLS-Y 403 Legal Issues in Public Bureaucracy
- POLS-Y 404 Political Issues in Public Personnel Management

Metroversity

IU Southeast is a member of [Kentuckiana Metroversity,](#) 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 (or a maximum of 8 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.

Grade Forgiveness
Fresh Start
Effective and Applicable Fall 2020 forward
Fresh Start purposely replaces and supersedes "Academic Bankruptcy." It provides undergraduate students returning to Indiana University Southeast after a hiatus a comparable GPA platform to transfer students, whereby prior credit earned applies to degree requirements, but the grades and grade points of that prior IU history are not included in calculation of the cumulative program GPA. All grades, credits, and courses remain *visible* on the transcript, but an adjustment is applied to the academic record to remove the GPA points/values from the cumulative Program GPA calculation that appears at the bottom of the student's official transcript. Credit for any prior IU coursework completed with grades of C or better, including credit taken as a non-degree, visiting student will continue to count towards degree and/or program requirements. Students begin their post-Fresh Start academic record with a renewed Program GPA of 0.0, just like they were brand new freshman.

Eligibility and Application to Record

- For undergraduates pursuing first bachelor's degree only;
- Who have not been enrolled at any IU campus for at least two calendar years;
- Who have now re-enrolled at IU Southeast and stay enrolled through census date;
- And submit application on or before last day of scheduled classes of the return semester.

All IU Southeast undergraduate students who meet the criteria, regardless of the academic unit of enrollment, are eligible to apply for Fresh Start.

For additional information on either of these policies, see full statements here.

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 available online allowing admitted and current student to register via any device and from any location at their convenience.

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

The first week of all semesters is the "free add-drop period." Students may freely add into classes where there are spaces available and they have met any stated pre-requisites or permissions without securing instructor approval, and may withdraw from courses assured of having no "W" on their record and a 100% refund of tuition and fees related to the course. At the end of the first week of classes is the census date, which marks the end of the free add-drop period.

From the day after census to the end of all fee refund periods (end of 4th week of the Fall and Spring semesters), students must have permission of the instructor and/or program coordinator to add a class, even when there are open spaces. After the census date, students at IU use the "E-add/E-drop" application available from the One.iu.edu portal to log requests to add or drop courses. The system collects and sends the requests electronically to the instructors for their approval. Accepting a late addition into a class is wholly at the discretion of the instructor.

After the end of all fee refund periods for all sessions in a semester, a student should not expect to be allowed to enroll in any course for the current semester. Any

exceptions to this policy would be for extraordinary, well-documented circumstances only, and require approval by the instructor, the dean of the school offering the course, and the executive vice chancellor for academic affairs. These additional approvals cannot be acquired via the "E-dd/E-Drop" system.

Students should not attend courses in which they are not officially enrolled, as 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 who are stopped from officially registering for a class they are actively pursuing with consent of the instructor by unresolved balances from prior semesters are encouraged to pursue multiple payment plan options through the Student Central Office.

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 Student Central.

- 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 Student Central.

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.

Change of Major

Students without a declared major should continually work with his/her advisor in the Advising Center for Exploratory Students in identifying an appropriate major and taking preliminary coursework in that major. The advisors in the Advising Center for Exploratory Students will assist in declaring a major and updating electronic records.

An upper division student who wants to change majors or schools should contact the professional advisor of the school to which he or she wishes to transfer. If a student is uncertain as to an appropriate major, he or she should contact the Advising Center for Exploratory Students.

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 12 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.

1. 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.

2. 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 in residential lodges is generally only available for use when classes are not in session.

University-related individuals or groups wishing to reserve university conference facilities (University Center North) contact the Office of Conference and Catering (OCC) at 812-941-2155. When 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 OCC. A facility usage fee may be charged for the event. University-related individuals or groups seeking to reserve classroom space for course-related academic reasons during the course of a semester, contact the Office of the Registrar at seregr@ius.edu.

Individuals and groups who are not university-related but wish to reserve a university facility should start their inquiry with the OCC in University Center North.

The university does not routinely make its facilities available for income-producing purposes 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 OCC, setting forth the nature of the income-producing activity and its purposes.

General Operational Caveats Governing Use of University Facilities

- 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 of the use of university facilities may be restricted if it interferes with the university's educational mission.
- Groups requesting overnight accommodations in university lodges must complete appropriate releases, agreements, and pre-payments no less than 30 days prior to their arrival on campus.
- Charges will be assessed in accordance with the current schedule of facility fees on file in the OCC.
- The university catering service will provide all food and beverage services for any event held in university facilities. Sponsors of any activity requiring food or beverage service must make arrangements through the OCC; and exceptions to this practice approved by that 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.

Questions regarding this policy and practices should be directed to Office of Conference and Catering, (812) 941-2155.

Grading System

- All Possible Grades Awarded
- Credit Earned by Examination (S/A)
- 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 (highest passing grade)
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 (lowest passing grade)
F	0.0 (failing grade)
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 (S/A)

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.

Each department establishes the appropriate academic standards and methods of evaluation. In general, students may be required to sit for an exam, complete an assignment, audition, or provide a portfolio to establish their level of skill. Some departments also may require that a student take additional, typically more advanced, courses in the discipline before awarding the introductory or lower level credit.

In other cases, instead of processing as special credit, the department may simply waive the requirement that the student take that specific course. However, overall degree requirements (total hours) remain, and students complete another course in order to satisfy the overall requirements. For more information, contact your school advisor.

Departments generally grade the work "S" for Satisfactory or choose not to award special credit. In exceptional circumstances, an "A" may be awarded if it is deemed outstanding.

If special credit is to be awarded, the department awarding the credit will submit a special credit request electronically. The Bursar's office and the student will be notified. The credit is posted to the student's academic record by the Registrar's Office only after the recording fee is paid. Check your Student Center via One.IU to verify the posting of the grade.

Special Credit appears on the transcript for the semester it was awarded. The heading "Indiana University Special Credit" accompanies the course information and grade.

Unprocessed Special Credit forms expire 120 days from the date of issue.

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.

A minimum program cumulative GPA of 2.0 is required for graduation. See specific degree program requirements for more detailed information. Students are considered to be in good standing if they are maintaining an overall GPA of 2.0 (C) or higher.

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 of the grade. This Student Initiated Grade Appeal process may also be used to request that a final grade of A - D- be modified to show a non-GPA relevant "S" (Satisfactory) or "P" (pass) grade on the transcript, if that serves student's academic interests and does not impose additional, unintended burdens.

If a student disputes their 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 or displayed 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)
4. In case of request to change grading basis to display "S" or "P", prolonged state, national, or regional disruptions occuring during the graded semester that had demonstrated negative effects on student performance.

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 with 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. If approved, a change of recorded grade is launched in E-grade change. A change of grading basis to display an "S" or "P" goes to the Office of the Registrar for processing.

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 Student Central. . If approved, a change of recorded grade is launched in E-grade change. A change of grading basis to display an "S" or "P" goes to the Office of the Registrar for processing.

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 start of dean's review period. The deans' decision is final. Final decisions that require adjustment to the student record to effect are forwarded to the Office of the Registrar for processing.

Time Limitations

- Exceptions to the specified time limitations will be considered in exigent, serious. documented circumstance (e.g., prolonged hospitalization, military deployment, prolonged regional disruptions to transportation or resources) that 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

X (retaken/replaced). For undergraduates only: A letter grade may be changed to an "X" when a student has retaken a course. The faculty governance organization on each campus may adopt a grade replacement policy consistent with these principles: (1) Students shall be allowed to replace the grade in any course unless the faculty of a unit decides that it will not allow its students to replace grades in courses required for a major, minor, certificate, honors program, or other recognition by the unit. (2) The "X" shall replace the original grade and be recorded on the student's transcript for the term in which the course was taken the first time. The letter grade shall be recorded on the transcript for the term in which the course was retaken. The terms do not have to be contiguous. (3) The student is required to obtain the consent of the principal administrator of the student's unit. (4) The grade replacement option may not be exercised if the original grade was assigned as a result of the student's academic misconduct. (5) Only the grade earned on retake shall be reported on the student's transcript and counted toward grade point average. The previous grade

shall be changed to an "X" on the student's transcript and the credit hours shall not be counted. The previous grade shall not appear on the transcript but may be retained as an internal grade by the student's unit and the campus registrar. (6) A student may exercise the grade replacement option for any letter grade received. (7) A student may exercise the grade replacement option for up to three courses or courses that total 10 credit hours. A campus policy may allow students to replace grades in more than three courses or 10 credit hours. If a student transfers between campuses with different policies, or takes courses on multiple campuses, eligibility for grade replacement is determined by the policy of the student's degree-granting campus. (8) A student must receive a letter grade upon retake in order to change the previous grade to an "X." The previous grade remains on the transcript if the student receives a "W," "I" or "NC" in the retaken course. (9) The course that the student retakes should be the same course as the previous one, but need not be offered by the same instructor. Account should be taken of the fact that course numbers and titles are occasionally changed. The principal administrator of the unit offering the original course shall determine whether there is course equivalency. (10) A student may exercise the grade replacement option for the same course more than once, but each replacement counts toward the maximum courses or credit hours allowed.

Note: A grade of W or I in a repeated course will not qualify to remove the original grade.

For more detailed information on the grade replacement policy, contact Student Central.

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 Student Central, University Center South, Room 103. 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.

Probation, Suspension, Readmission
The IU Southeast Undergraduate Academic Probation and Suspension Policy (APSP) is designed to inform students of academic performance expectations, provide a structure for consistent intervention when students are not performing well, and connect students with the staff and resources that can help facilitate their academic success. The APSP applies to undergraduate students only and takes precedence over qualification for student financial aid and/or maintaining student visa status. For more information about the policy, please consult the full APSP, located on the IU Southeast Registrar's home page (www.ius.edu/registrar).

1. A student is considered to be in good standing when maintaining an overall grade point average (GPA) of 2.0 (C) or higher. A student whose cumulative GPA falls below 2.0 (C) and who has attempted at least six credit hours of IU coursework, will be placed on academic probation.
2. When a student on academic probation raises his or her cumulative grade point average—for all work attempted at IU Southeast and elsewhere—to at least 2.0, the student is released from probation.
3. Students on academic probation who earn a 2.0 (C) semester Program GPA or higher, but still have below a 2.0 Program cumulative GPA are placed on continued academic probation.
4. When a student on academic probation fails to make a 2.0 semester Program GPA or higher in all attempted IU coursework during an academic semester, the student shall be academically suspended. Students fulfilling a first suspension are not eligible to take classes at IU Southeast for one semester; this includes both summer and fall semesters after a spring suspension.
5. After fulfiling the terms of a first suspension, a student may return to IU Southeast after meeting with an academic advisor or designated academic administrator.
6. A student who has been academically suspended once before and is still below a 2.0 cumulative

Program GPA and who fails to earn a 2.0 semester Program GPA in a subsequent semester will be academically suspended for a second time.

7. After fulfilling the terms of a second academic suspension, a student may appeal for reinstatement to the dean of his/her School or a designated academic administrator. Reinstatement after a second suspension is not guaranteed.

8. A student who has been academically suspended twice before and is still below a 2.0 cumulative Program GPA and who fails to earn a 2.0 semester Program GPA in a subsequent semester will be academically dismissed from IU Southeast.

9. Students who are dismissed are no longer eligible to take classes at IU Southeast and may not appeal for immediate reinstatement. In some justifiable circumstances and with approval from a student's dean, or a designated academic administrator, a student may return to IU Southeast after sitting out for two full years. Students must contact the Office of Admissions before returning. It is highly recommended that students wishing to pursue reinstatement at this point complete an academic bankruptcy and/or show proof of academic success at another college or university. If a student is allowed to return, he/she must earn a 2.0 semester Program GPA every semester from that point forward. Failure to do so will result in permanent dismissal.

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)

Transfer to Other Indiana University Campuses

Each year many Indiana University students transfer from one campus of the university to another to continue their studies toward a degree, or take advantage of another campus' offerings. Indiana University credits transferred from one campus to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. Generally, students transferring to another campus within Indiana University are treated much more favorably because of the similarity of course work on the eight campuses.

Students who wish to transfer to another IU campus on a permanent or temporary basis should follow these two steps to trouble-free intercampus transfer:

Step One

Current students should contact the central office at their present campus. That office will help students find out if they are eligible for transfer and may suggest other resources and ways in which they can prepare, for example:

- Meet with a home campus advisor to discuss academic preparation, grades, and other eligibility issues.
- Consult the intercampus transfer office at the proposed new campus if academic and/or eligibility questions remain. Generally students need to be in good academic standing at their original campus to make a permanent transfer. To transfer temporarily, students need to be degree or credential seeking at their home campus.
- If applicable, talk to the financial aid offices at the present and proposed campuses.
- Visit the new campus to explore possible academic and social adjustment issues. Some campuses may establish special open house events for those students who have expressed interest or require attendance at special orientation programs.

Step Two

Students who decide to proceed with the transfer should submit their intercampus transfer request. The receiving campus will respond to students and their home campus. Those who later decide not to transfer should notify both campuses. The contact office for IU Southeast is the Office of Admissions. The online applications for requesting an Intercampus Transfer are found at http://www.iupui.edu/~moveiu/.

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

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.*

The permit dispensers near the campus entrances offer daily permits. Daily permits may also be purchased at the Parking Operations Office located in University Center South, room 232.

Temporary permits allow you to park in the ST zone anytime or the EM zone after 6 p.m. and weekends.

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, free laundry facilities, 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 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 completed applications (application submitted and the application fee paid) 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 propery 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 207
- 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 Counseling and Psychological Services (812-941-2244) is located at 4201 Grant Line Rd, UC South Room 207. 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 and Psychological Services 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 students 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 Leadership Opportunities

The Office of Campus Life offers leadership development for students serving in leadership capacities on and off campus, and for those interested in being more involved, learn more about themselves and the community, and experience success. Programs and other resources are designed to educate students about varying leadership philosophies, strategies, and styles and to develop the practical skills of successful leaders. Leadership development benefits the campus community by training and supporting leaders of the student organizations that greatly enrich the institution. It also prepares students to be active citizens, productive employees, and involved alumni.

Student Ambassador Program

The Student Ambassador Program is an excellent opportunity for upper-level students to assert themselves in leadership positions while providing an important service to incoming students. Student ambassadors represent the university by leading tours, participating in open house events and maintaining contact with prospective students.

Orientation Leaders Program

Orientation leaders, a.k.a. the Crimson Crew, aid new students in their transition to college. They uphold the IU Southeast mission by exposing new students to the high-quality educational programs and services that promote student learning and prepare students for productive citizenship. They also assist family members by introducing them to university resources and areas of support for their student.

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 wiht 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 Services
Adult Student Services

Director: Kimberly Pelle
Campus Office: US 206
Telephone: (812) 941-2650
https://www.ius.edu/adult-students/index.php

Adult Student Services provides programs, information, and support to nontraditional and Veteran students, and advocates to the campus at large for the unique needs of adult students. In addition, this office offers The Adult Student Center (ASC), located in University South, US 206, a 24/7 facility where adult and Veteran students can network, study with their peers, relax, engage with friends and classmates, and find answers to their questions. Open to all IU Southeast students, the Adult Student Center offers a variety of academic, social, cultural, and family programs and events, local phone service, a scanner, computers, a microwave and refrigerator, soft seating, and comfortable environment.

Adult Student Services works closely with and collaborates with many student organizations and campus offices. 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 and clicking the "Request an Appointment" button. Please call (812) 941-2275or stop by the office in University Center South Room 106 if you have any questions or issues setting up an appointment.

Professional Job Search

Students seeking professional positions are encouraged to utilize 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, Handshake.

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 Grenadier Central or the IU Southeast Events calendar.

Job Board

Handshake 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 public. Most employers are from the local area (50-mile radius of Louisville, Kentucky) and seek candidates for a wide variety of full-time positions, part-time positions, and internships. For a full list of all career fairs and events, including major-specific opportunities, visit Grenadier Central or the IU Southeast Events calendar.

Federal Work-Study Program

Students who quality 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 Handshake. Students can access Handshake at www.ius.edu/career. For questions, please reach out to webjob@ius.edu or call 812-941-2275.

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 avaliable to all students, graduates, faculty and staff of IU Southeast and are easily accessed through the Career Develooment 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 last for approximately 10-14 weeks and can be volunteer, full-time positions 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.

Center for Mentoring
Center for Mentoring

Coordinator: Christy Thomas
Campus Office: US 106B
Telephone: (812) 941-2516
Email: mentorin@ius.edu
http://www.ius.edu/mentoring

The Center for Mentoring comprises the following:

- Peer Mentoring Program
    - Access To Success Program
    - Collegiate Summer Institute

- Univeristy Mentoring Program
- Career Mentoring Program

Mentoring Program

The Mentoring Program pairs students with university faculty, staff, and alumni mentors who can work with students from their first year of college on through graduation. Mentors are knowledgeable and experienced. They provide a personal connection, sense of belonging, guidance, support, and encouragement. One of the main goals of the mentoring relationship is to assist in the long-term success of students. Any student enrolled at IU Southeast can participate in the Mentoring Program.

Access To Success Program

The Access To Success Program is a one year program designed to successfully assist first year students in their transition to campus life at IU Southeast. Peer mentors provide one-on-one mentoring services for first generation, minority students, 21st Century Scholars, and adult learners.

Collegiate Summer Institute

The Collegiate Summer Institute (CSI) is a component of the Access To Success Program. CSI, which is held in July, is geared towards early college preparation for first year students who quality. Students who successfully complete the Collegiate Summer Institute receive First Year Seminar credit.

Multicultural Initiatives

The Center for Mentoring sponsors events and programs to enhance retention of diverse students enrolled at IU Southeast. Programs provide opportunities for social integration to the campus community as well as encouragement for student engagement and academic success.

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.

Foreign Language Laboratory
Foreign Language Laboratory

Director: Charles Pooser
Campus Office: KV 237
https://www.ius.edu/arts-and-letters/programs/modern-languages/foreign-language-lab.php

The Modern Language Resource Center is located in KV 236 and contains materials for students at all levels of language study. The center offers computers and a wide screen television for viewing films and other video materials, and a variety of cultural and language-learning resources. The center also serves as a dedicated space for the faculty of Modern Languages and other entities to host student gatherings, meetings, and student presentations. The Center is available during the hours that Knobview Hall is open, as long as nothing has been specifically scheduled for its use. Posted at the entrance is a schedule of the classes held in the center as well as special events and the hours that language tutors will be available. See any full-time member of the Modern Languages department for more information.

University Information Technology Services - UITS
University Information Technology Services

Executive Director: Lee Staton

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.
- Storage at IU – Learn about IU's cloud storage options that allow you to share, store, and collaborate.
- No-cost software by streaming popular titles from IUanyWare 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 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: Kate Ziady
Service Desk: (812) 941-2485
https://www.ius.edu/library/

Mission: The Indiana University Southeast Library empowers and serves its communities by facilitating

lifelong learning through physical and digital collections, services, and programs, and is an active partner in the teaching, learning, and research missions of the campus.

As part of Indiana University, the Library provides access to millions of books, journals, films, government documents, and other sources, in physical and online formats, through local collections and interlibrary loan. The Library also houses several special collections, including the Curriculum Materials Center (a collection of children and young adult literature and resources for education majors and community members); the Center for Cultural Resources; the William L. Simon Sheet Music Collection; the IU Southeast Oral History Project; the institutional archive of IU Southeast; and the archives of Ars Femina. A mini-branch of the Floyd County Library within the Library provides students, staff, faculty, and the community access to bestsellers and leisure reading. Additionally, the Library is a selective depository of U.S. Government Publications.

Research help is available whenever the library is open. You can visit us at the Service Desk, which is staffed by student peer research assistants, call us, or ask questions online through chat and email. Faculty librarians are on call to answer in-depth research questions, either in person or online. Students, faculty, and staff can also schedule research consultations with a librarian through Book-a-Librarian.

The Library is embedded within the First-Year Seminar curriculum and participates in the general education curriculum through our information literacy instruction program, with customized and interactive instruction sessions taught by faculty librarians. In addition, online Canvas modules and research guides are available anytime to provide help with using the Library's resources.

The IU Southeast Library building offers a variety of individual and collaborative workspaces, including a quiet floor, reservable group study rooms, and comfortable couches and chairs. There are computer workstations on every floor, with scanning and printing equipment on the main floor, including a poster (plotter) printer. The Library is also home to the Writing Center and the Institute of Learning and Teaching Excellence (ILTE) for faculty.

Indiana University Southeast participates in the Kentuckiana Metroversity cooperative agreement which enables IU Southeast students access to the library collections of colleges and universities in the Louisville metropolitan area.

Mathematics Laboratory
Math Resource Lab

Director: Cynthia A. Light
Campus Office: PS 020C
Telephone: (812) 941-2615

clight@ius.edu
https://www.ius.edu/math-resource-lab/

Mathematics Laboratory, in Physical Sciences 015, provides free walk in tutoring for students in all levels of mathematics classes. Students may sharpen their skills using both computer tutorials (coordinated to texts used in courses) and individual tutoring. For more information about the Mathematics Laboratory, please visit the Math Resource Lab website.

Office of Overseas Study
Study Abroad

Email: IntProgs@ius.edu
https://www.ius.edu/international-programs/

The IU Southeast Office of Study Abroad and Global Awareness (SAGA) mission is to increase the campus community's awareness, understanding, and appreciation of a wide variety of international cultures, practices, thoughts, and traditions.

The SAGA office offers campus wide support and implement on-and off-campus initiatives of multicultural and international scope. While this office works in tandem with various academic programs, it is primarily an administrative entity.

The co-directors of the office of Study Abroad and Global Initiatives (SAGA) oversee program development and curriculum matters related to overseas study programs, and work closely with the Office of Overseas Study at IU Bloomington.

The committee members advise and assist the co-directors in developing and promoting international activities and events at IUS.

The committee and co-directors actively support international students and organizations' efforts and assist the Admissions counselors and School advisors for High-School and International Recruitment and Study Abroad programs and scholarships.

The office of Study Abroad and Global Awareness works closely with several administrative entities, including the IUS Academic Affairs Faculty Diversity Coordinator (Academy of Diversity and Inclusive Education), to coordinate various diversity initiatives, such as the International Education week (Fall), the Fair-trade Wares of the World (Fall), and the International Festival (Spring), provide faculty input to the overseas strategic planning process, actively promote multicultural awareness, and position IUS as a culturally inclusive campus in the Kentuckiana community.

Counseling and Psychological Services
Counseling and Psychological Services

Director: Michael Day, Psy.D., HSPP
Counselor/Care Manager: Karen Richie, DSW, LCSW

Counselor/Psychologist: Kristina Peterson, Psy.D., HSPP
Campus Office: US 207

Telephone: (812) 941-2244
Email: sepersco@ius.edu
https://www.ius.edu/personal-counseling/

The IU Southeast Counseling and Psychological Services (CAPS) provides a licensed and professionally trained staff that offers limited counseling and consultation to currently enrolled students. We can help students achieve their personal and academic goals by providing short-term therapeutic intervention for a variety of mental health concerns including, but not limited to, anxiety, depression, relationship difficulties, sexuality concerns, etc.; limited psychological testing; and social support services related to homelessness, financial difficulties, lack of access to healthcare, and food insecurity. We also offer consultation and referral services for students, parents, faculty, and staff related to mental health concerns. Additional services include outreach and psychoeducational programming for classes, university departments/divisions, and student organizations. All services are free and confidential.

If you hear of anyone who has thoughts, plans, or intentions to cause harm to oneself or someone else, please contact Counseling and Psychological Services at 812-941-2244 or the IU Southeast Police at 812-941-2400.

For more information, please visit the Counseling and Psychological Services 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 accomodations for students with disabilities
- credit-by-examination opportunities
- professional certification exams
- test proctoring for independent-study and online examinations

Veterans Services
Veteran Services

School Certifying Officer: Kimberly Pelle
Campus Office: US 201

Veteran Services website

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

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- **Chapter 31 - VA Vocational Rehabilitation (Voc Rehab)**
- Eligible service personnel: Active - Army, Air Force, Navy, Marine Corps, Coast Guard

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- **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

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- **Chapter 1606 - Military Reserve/Guardsman**
- Eligible service personnel: Reservist or Guardsmen *any* service.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government web site at https://benefits.va.gov/gibill.

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 student is responsible for resolving any financial debts to the school. Students must submit an in-house worksheet each semester they are requesting certification with the VA, found at https://one.iu.edu/task/iu/request-gi-bill-certification.

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: Library, Room 330
Telephone: (812) 941-2498
Email: iuswrite@ius.edu
Website: https://www.ius.edu/writing-center/

Accounts (free): http://www.ius.mycourseonline.com

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.

Consultations are student driven, which means we make sure to address your concerns.

Check the web site for hours of availability and for information regarding many aspects of writing at IU Southeast, including writing resources, documentation styles, publishing, and competitions: https://www.ius.edu/writing-center.

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.

We have four ways to help you with your writing assignments or questions:

1. Walk into KV 237 for help
2. Set up an account and schedule one of three types of appointments at http://www.ius.mycourseonline.com
    1. Schedule a face to face (F2F) appointment.
    2. Set up an etutoring appointment (similar to an email exchange).
    3. Set up an online appointment (similar to Skype).

To register for a Writing Center account or make an appointment visit: http://www.ius.mycourseonline.com

You can also register and make appointment from our IU Southeast Writing Center 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 237 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. We look forward to seeing you soon.

Office of Equity and Diversity
Office of Equity & Diversity

Director: James J. Wilkerson
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
A

AFRO | Afro-American StudiesAHLT | Allied Health
AHSC | Applied Health Science
ANAT | Anatomy
ANTH | Anthropology
AST | Astronomy

B

BIOL | Biology
BUS | Undergraduate Business
BUSE | Graduate Business

C

CHEM | Chemistry
CJUS | Criminal Justice
CMCL | Communication and Culture
CMLT | Comparative Literature
COAS | College of Arts and Sciences
COMM | Communication
COUN | Counseling
CSCI | Computer Science

E

EALC | East Asian Languages and Culture
ECON | EconomicsEDUC | Education Undergraduate
EDUC | Education GraduateENG | English

F

FINA | Fine Arts
FREN | French

G

GEOG | Geography
GEOL | Geology
GER | Germanic Languages
GNDR | Gender Studies
GNST | General Studies

H

HIM | Health Information Management
HIST | History
HON | Honors Program
HPER | Health, Physical Education, and Recreation
HUMA | General Humanities

I

IDIS | Interdisciplinary Studies
INFO | Informatics
INTL | International Studies

J

JOUR | Journalism

M

MATH | MathematicsMICR | Microbiology
MUS | Music

N

NATS | Natural Sciences
NURS | Nursing

P

PHIL | Philosophy
PHYS | Physics
PHSL | Physiology
POLS | Political Science
PLSC | Plant Science
PSY | Psychology

R

REL | Religious Studies

S

SOC | Sociology
SPAN | Spanish
SPCH | Speech
SPEA | School of Public and Environmental Affairs
SPH | SafetySUPV | Supervision
SUST | Sustainability

T

TEL | Telecommunications
THTR | Theatre

W

WOST | Women and Gender Studies

Z

ZOOL | Zoology

Communication (COMM)

COMM-I 102 Introduction to Strategic Communication (3 cr.) This course provides an overview of the strategic communication field and focuses on how organizations, companies and brands utilize communication strategically and creatively.

COMM-I 202 International and Cross-Cultural Advertising (3 cr.) This course focuses on the present and the future of global media and international advertising: understanding worldwide markets and strategic communication

COMM-I 311 Copywriting in Advertising (3 cr.) P: Sophomore standing and ENG-W 131 and COMM-I 102. This course explores message construction for advertising campaigns, including print, out-of-home, television, radio and digital platforms.

COMM-I 315 Advertising and Consumer Culture (3 cr.) Critical examination of advertising's role in modern societies. Focuses on marketing and consumption as central activities in shaping personal identity and social relations.

COMM-I 324 Persuasion in Strategic Communication (3 cr.) This course examines motivational appeals in influencing attitude and behavior inherent to advertising, public relations and related fields; both theoretical and practical aspects are explored.

COMM-I 334 Public Relations in Strategic Communication (3 cr.) This course examines public relations as a support function to complement and enhance advertising strategies and creative campaigns.

COMM-I 337 Digital Advertising Strategies (3 cr.) This course introduces the elements of digital platforms, including search, social media, and mobile, as well as how to integrate them into a promotional strategy.

COMM-I 345 Advertising Media Planning (3 cr.) This course examines the creative and strategic use of media vehicles to deliver advertising messages to the target audience through the most appropriate, timely and cost-efficient communication channel.

COMM-I 347 Strategic Communication Campaigns (3 cr.) P: COMM-I 102 and Junior standing or consent of instructor. Theory and practice of designing, implementing, and evaluating promotional materials and marketing campaigns for television programs, radio formats, call service, the Web and the new media.

COMM-I 424 Strategic Communication Research Methods (3 cr.) This course introduces the empirical methods, including primary and secondary research, inherent to the strategic communication field; an original research project is developed.

COMM-I 440 Advertising Strategies (3 cr.) This course provides analysis and evaluation of the planning, creative, and placement components of advertising campaigns utilizing different types of media; development of original advertising campaigns.

COMM-I 441 Advanced Integrated Strategic Communication Planning (3 cr.) Analysis, development and evaluation of planning, creative, and placement components of integrated strategic communication

executions. Offers advanced insights into the planning process and an extended opportunity to integrate and apply the principles acquired

COMM-S 121 Public Speaking (3 cr.) This course focuses on the theory and practice of public speaking, training in thought processes necessary to organize speech content, analysis of components of effective delivery and language.

COMM-S 122 Interpersonal Communication (3 cr.) This course increases understanding of oneself, the many roles one plays in the communication process, and the interpersonal relationships of individuals in society. Course includes nonverbal communication, the role of language in structuring interpersonal situations, and the importance of dialogue in resolving interpersonal conflicts.

COMM-S 205 Introduction to Performance Studies (3 cr.) P: COMM-S 121 or THTR-T 120 and sophomore standing; or consent of instructor. This course will serve two purposes. First, operating on the theory that literature is best understood and appreciated when performed, this course is designed to give students experience performing and analyzing literature. In addition, this course will introduce the many ways we experience performance in our everyday lives.

COMM-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.

COMM-S 223 Business and Professional Communication (3 cr.) P: COMM-S 121 and Sophomore standing or consent of instructor. This course focuses on analyzing and applying communication principles and practices that facilitate effective participation in workplaces.

COMM-S 228 Argumentation and Debate (3 cr.) P: COMM-S 121 and Sophomore standing or consent of instructor. This course explores the roles of reasoning and evidence in the formation of claims and arguments; students will learn the various formats for debates and will participate in debates.

COMM-S 229 Group and Team Communication (3 cr.) P: COMM-S 121 with C or better and Sophomore standing. This course introduces the basics of group and team communication. Students learn about the dynamics of group interaction, emphasizing leadership, decision making, and group preparation. Students will be exposed to a variety of group types, including standing committees, ad hoc groups, task forces, special interest groups, and administrative groups.

COMM-S 247 RESEARCH WRITING IN COMMUNICATION STUDIES (3 cr.) P: ENG-W131, SPCH-S 121, SPCH-S 122 with C or better. Minimum GPA OF 2.3 and 30 credit hours. This course provides instruction and practice in intermediate skills of written communication.

COMM-S 306 LEADERSHIP (3 cr.) This course is designed to familiarize students with the role of effective leadership within a business environment; students will explore and distinguish between the various styles of leadership and their demand in today's global market.

COMM-S 307 Crisis Management (3 cr.) This course is 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 regard to crisis prevention, crisis readiness, and crisis resolution.

COMM-S 321 Organizational Conflict Resolution (3 cr.) This course examines conflict and covers the various communication tools and theories used to manage conflict, issues of conflict framing, positive versus negative conflict, and the ethical implications of dealing with conflict in organizational settings.

COMM-S 324 Persuasion (3 cr.) This course examines motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, and contemporary examples of persuasion. Practice in persuasive speaking.

COMM-S 326 Voice and Diction (3 cr.) This course provides understanding of the anatomy and functions of the vocal mechanism and development of a pleasing voice quality, correct articulation, distinct enunciation, and diction free from substandard pronunciation.

COMM-S 327 Interviewing Principles and Practices (3 cr.) P: Sophomore standing. Study and practice of methods used in business and industrial interviews, emphasizing the logical and psychological bases for the exchange of information and attitudes.

COMM-S 336 Current Topics in Communication (3 cr.)

COMM-S 353 Advanced Public Speaking (3 cr.) This course informs on the development of a marked degree of skill preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, adaptation to audience, and felicitous style.

COMM-S 392 Health Communication (3 cr.) P: COMM-S 121, COMM-S 122 and Sophomore standing. This course is an introduction to health communication. Topics covered will include the history of health communication, identifying roles of patients and caregivers, exploring social and cultural issues that affect health communication, identifying health care resources, exploring media's role in health communication, analyzing health data and designing health interventions.

COMM-S 398 Independent Study in Communication (1-3 cr.) Independent study or practicum experience. Projects must be approved by faculty member before enrolling.

COMM-S 400 Senior Seminar (2-3 cr.) This course reviews principles and theories of communication studies and prepares students for post-college success.

COMM-S 405 Communication Theory (3 cr.) This course provides a survey of contemporary theories of human communication with emphasis on the nature of theory construction and contributions of allied disciplines to communication theory.

COMM-S 424 Research Methods in Communication Studies (3 cr.) This course 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.

COMM-S 427 Intercultural Communication (3 cr.) This course is a survey study of national, cultural, and cross cultural persuasion in theory and practice.

COMM-S 440 Organizational Communication (3 cr.) This course provides an 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.

COMM-S 450 Gender and Communication (3 cr.) This course examines the extent to which biological sex and gender role orientation stereotypes influence the process of communication. It focuses on gender differences in verbal and nonverbal behavior, development of sex roles, and gender stereotypes , and analyzes how the media present, influence, and reinforce those stereotypes.

General Studies (GNST)

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.

Women and Gender Studies (WOST)

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.

French (FREN)

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. Repeatable up to 6 units.

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 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 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 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 463 Civilisation Francaise 1 (3 cr.)

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.) Repeatable up to 3 units.

Communication and Culture (CMCL)

CMCL-C 202 Media in the Global Context (3 cr.) This course focuses on the present and the future of global media and international advertising: understanding worldwide markets and strategic communication.

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.) 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 324 Persuasion in Strategic Communication (3 cr.) This course examines motivational appeals in influencing attitude and behavior inherent to advertising, public relations and related fields; both theoretical and practical aspects are explored.

CMCL-C 337 New Media (3 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. Repeatable for credit up to 6 credit hours.

CMCL-C 392 Media Genres (3 cr.) May repeat once for credit.

CMCL-C 427 CROSS CULTURAL COMMUNICATION (3 cr.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

CMCL-C 440 Organizational Communication (3 cr.)

CMCL-C 592 Advanced Health Communication (3 cr.) A course designed to teach communication skills and practices related to health care, by examining health care communication theory. Topics covered range across communication levels (interpersonal, intrapersonal, group, organizational, mass media & mediated communication) within a variety of health care contexts.

CMCL-C 594 Communication and Conflict Management in Organizations (3 cr.) This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students are introduced to methods for assessing conflict interaction in organizations.

CMCL-C 606 Media Criticism (3 cr.) Study of the main schools and methods of media criticism.

CMCL-C 610 Identity and Difference (3 cr.) Political, social, and cultural dimensions of identity and difference. Interrogates the production of marginal and dominant identities (e.g. racial, sexual, colonial) and the emergence of new forms of identification.

communication-and-culture-SSCI

CMCL-C 424 Communication Research Methods (3 cr.) 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 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. Repeatable up to 6 units.

Comparative Literature (CMLT)

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 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 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 391 Film Theory and Aesthetics (3 cr.) Study of classical and contemporary schools of film theory.

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. May be repeated once with a different topic.

College of Arts and Sciences (COAS)

COAS-E 621 Social Media and Communication (3 cr.)

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. Repeatable for credit.

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. Repeatable for credit up to 15 credits.

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. Repeatable for credit up to 15 units.

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. Repeatable for credit up to 15 credits.

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. Repeatable for credit up to 15 credits.

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. Repeatable for credit up to 15 credits.

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. Repeatable for credit under different topics up to 15 credits.

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. Repeatable up to 99 units.

COAS-S 398 Continuing Studies Internship (3 cr.)

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 credits.

COAS-S 400 Workshop in Special Topics (1-6 cr.) Repeatable up to 12 units.

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.

COAS-X 400 Workshop in Special Topics (3 cr.)

East Asian Languages and Culture (EALC)

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 Intstructor 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 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. Repeatable for credit up to 6 credits.

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). Repeatable for credit up to 6 credits.

EALC-J 498 Individual Studies in Japanese (1-3 cr.) P: Instructor Consent. A faculty directed study in Japanese taylored to student interests and needs, pre-arranged between instructor and student. Repeatable for credit up to 6 credits.

English (ENG)

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-G 660 Stylistics (3-4 cr.) Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention to the verbal characteristics of texts, what they reflect about the author, and how they affect the reader.

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 Masterpieces of Asia (3 cr.) An introduction to the literature of Asia focusing on literary masterpieces of India, China, Japan, and other countries.

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. Repeatable up to 6 units.

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 Eigthteenth-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 Americna 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-W 303 Writing Poetry (3 cr.) P: ENG-W 203 and ENG-W 206. May be repeated once for credit. May not be counted twice for the major.

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. May be repeated once for credit.

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. Repeatable up to 3 units.

ENG-L 503 Teaching of Literature in College (2-4 cr.) Classroom teaching of literature in the light of current approaches. Repeatable up to 4 units.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) The conditions and assumptions of studying English, with emphasis on criticism and research on a culturally and historically diverse range of texts.

ENG-L 553 Studies in Literature (3-4 cr.)

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. Repeatable up to 8 units.

ENG-L 695 Individual Readings in English (1-4 cr.) Independent study. Repeatable up to 8 units.

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 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 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 301 Writing Fiction (3 cr.) P: ENG-W 203 and ENG-W 206. May be repeated once for credit. May not be counted twice for the major.

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. May be repeated once. May not be counted twice for the major.

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. May be repeated once for credit. May not be counted twice for the major.

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. Repeatable up to 6 units.

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. May be repeated once for credit. May not be counted twice for the major.

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. May be repeated once for credit. May not be counted twice for the major.

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 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 426 WRITING NONFICTION FOR POPULAR AND PROFESSIONAL PUBLICATION (3 cr.) P: ENG-W 131 with a grade of C or higher. 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 500 Teaching Composition: Issues and Approaches (3-4 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 509 Introduction to Writing and Literacy Studies (4 cr.) This is the core course in the writing and literacy track of the English master's program. Students will read, analyze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 590 Teach Comp: Theories and Application (4 cr.)

ENG-W 600 TOPICS IN RHETORIC AND COMPOSITION (3-4 cr.) Covers selected issues in current composition and rhetorical theory.

ENG-W 602 Contemporary Theories in Rhetoric and Composition (4 cr.) An introduction to current research in rhetoric and composition. Draws on insights from linguistic theory, cognitive theory and rhetorical theory to develop greater understanding of the writing process and build pedagogical applications.

ENG-W 609 Directed Writing Projects (1-4 cr.) Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance. Repeatable up to 8 units.

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.

Fine Arts (FINA)

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 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. May be repeated once.

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-W290. 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 150 and A 458 may not both be taken for credit.

FINA-A 477 History of Photography (3 cr.) P: ENG-W 131 or ENG-W 290

FINA-A 485 Women and Gender in the Visual Arts (3 cr.) This course examines women as producers, patrons, and subjects of images from the 16th century to the present. Topics include the role of gender, feminist theory, art and craft, self-portraiture and representation, motherhood, social activism, beauty, body politics, and globalization.

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. May be repeated with consent of instructor.

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. May be repeated for a total of 8 credit hours.

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 312 Intermediate Multimedia (3-6 cr.) An intermediate level studio art course covering a broad range of aesthetic and conceptual issues related to digital material. Students are encouraged to develop art projects using digital multimedia, video, or the incorporation of object-based media. Dialogue of timely issues through readings, screenings, websites, and gallery visits.

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. May be repeated for a total of 15 credit hours.

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. Repeatable up to 36 units.

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. Repeatable up tok 6 units.

FINA-N 110 Introduction to Studio Art (3 cr.) A general introduction to painting, drawing, printmaking, and ceramics for the nonmajor.

FINA-P 273 Computer Art and Design I (3 cr.) Emphasis will be placed on the exploration of digital art and design. This beginning course acquaints students with raster and vector graphics and the manipulation of peripherals such as scanners and printers. Students will be encouraged to explore personal imagery in solving 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 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 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. Repeatable up to 6 units.

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. May be repeated.

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 Typography I (3 cr.) Studies in visual communication with an emphasis on typography, including measurement and structure, detail and refinement, hierarchy and legibility, tools, and application to various media in digital and print formats. An introduction to type history, aesthetics and analysis are also considered.

FINA-S 352 Production for the Graphic Designer (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. May be repeated once in fulfilling the BA in Fine Arts only.

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. Repeatable up to 6 units.

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. May be repeated for a total of 15 credit hours.

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. May be repeated for a total of 15 credit hours.

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.

May be repeated up to 9 credits

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. May be repeated for a total of 15 credit hours.

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. May be repeated once in fulfilling the BA in Fine Arts only.

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. Repeatable up to 20 units.

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. Repeatable up to 20 units.

FINA-S 451 Graphic Design Problem Solving (3 cr.)
Professional problem solving in graphic design. Using a variety of mediums to communicate messages, students

apply processes from printing to multimedia as appropriate for directed projects.

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. May be repeated for a total of 15 credit hours.

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. May be repeated for a total of 15 credit hours.

FINA-S 463 Topics in Studio Ceramics (3 cr.) P: FINA-S 260 or consent of instructor. Selected specialized topics in studio ceramics. May be repeated twice for a total of 9 credit hours.

FINA-S 490 Advanced Photography I (3 cr.) Repeatable up to 60 units.

FINA-S 491 Advanced Photography 2 (1-20 cr.) Repeatable up to 20 units.

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. Repeatable up to 21 units.

FINA-S 531 Graduate Painting (1-30 cr.) Repeatable up to 30 units.

FINA-S 541 Graduate Printmaking (1-30 cr.) Repeatable up to 40 units.

FINA-S 561 Graduate Ceramics (1-30 cr.) Repeatable up to 40 units.

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.

Germanic Languages (GER)

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 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 adn 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 adn 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. May be repeated once with different topic.

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. May be repeated once with different topic.

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. May be repeated once with a different topic for maximum of 6 credit hours.

GER-G 465 Structure of German (3 cr.) P: GER-G 250 The course introduces students to the core disciplines of linguistics: phonetics, phonology, syntax, morphology, and semantics. While the approach is generally a cross-linguistic one, special emphasis is placed on examples from German.

GER-G 495 Individual Readings in Germanic Literature (1-3 cr.) Repeatable up to 6 units.

GER-V 415 Individual Readings in German Studies (1-3 cr.) May be repeated.

Gender Studies (GNDR)

GNDR-G 101 GENDER, CULTURE, AND SOCIETY (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.

Health, Physical Education, and Recreation (HPER)

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. May be repeated for credit if topic differs.

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-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. May be repeated for credit if topic differs.

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. Repeatable for credit.

HPER-R 399 Readings in Recreation, Park, and Tourism Studies (1-3 cr.) P: Consent of Intructor/ Department Coordinaotor Selected readings in Recreation, Parks, and Tourism studies. Only S/F grades given. Repeatable for Credit

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-P 211 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 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 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.

Honors Program (HON)

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. May be repeated for up to 18 credit hours.

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. May be repeated for up to 18 credit hours.

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. May be repeated for up to 4 credit hours.

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. May be repeated for up to 4 credit hours.

Safety (HPER)

General Humanities (HUMA)

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.

Supervision (SUPV)

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.

Music (MUS)

MUS-A 101 Introduction of Audio Technology (3 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-A 471 Individual Multitrack Studio Projects II (3 cr.) Individual projects in multi-track recording.

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. C

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. Course is repeatable.

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 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-B 710 Horn Graduate Elective (2 cr.) Registration limited to MS in Education/Music students.

MUS-B 720 Trumpet Graduate Elective (3 cr.) Registration limited to MS in Education/Music students.

MUS-B 730 Trombone Graduate Elective (2 cr.) P: MS Education/Music Conc Only. Applied lessons in trombone.

MUS-B 740 Euphonium Graduate Elective (2 cr.) P: MS Education/Music Conc Only. Applied lessons in euphonium.

MUS-B 750 Tuba Graduate Elective (2 cr.) Registration limited to MS in Education/Music students.

MUS-D 100 Percussion Elective/Secondary (2 cr.) Private Percussion lessons.

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 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 402 Senior BM Percussion Recital (2 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors. Repeatable for credit.

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-D 700 Percussion Graduate Elective (3 cr.)
Applied study in percussion

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 527 Advanced Instrumental Methods (3 cr.)
P: MS Education/Music Conc Only. The application of current teaching techniques to group instrumental instruction. Designed for students with previous teaching experience.

MUS-E 528 Advanced Choral Methods (3 cr.)
Advanced choral methods for the practicing teacher or advanced student. Literature survey for secondary school environment. Resources on methodology leading to a comprehensive choral curriculum.

MUS-E 529 Special Topics in Music Education (2-3 cr.)
Topics selected according to specific needs of the student related to teaching music in the schools. Designed for students with prior teaching experience.

MUS-E 567 Techniques of String Class Teaching (3 cr.) P: MS Education/Music Conc Only. Designed to engage music educators in the pedagogy of string instruments at the beginning, intermediate, and advanced levels. During the course, music educators will (a) develop the necessary performance skills on each of the bowed string instruments, (b) develop and demonstrate strategies to teach these skills, (c) identify and address common challenges for young string students at each skill level, (d) determine appropriate bowings and fingerings for string pieces, (e) develop a scope and sequence for a specific teaching context and (f) analyze the approaches and philosophies of notable string pedagogues.

MUS-E 569 Seminar in Class Piano Teaching (1 cr.)
Techniques for teaching piano to multiple students simultaneously in the classroom.

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 patters; varying dynamics, accents, musical characteristics and styles.

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. Repeatable for credit.

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. May be repeated for credit.

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. May be repeated for credit.

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. Course is repeatable.

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 503 ELECTRONIC STUDIO RESOURCES I (3 cr.) P: MS Education/Music Conc Only. An introduction to the computer music studio, techniques of digital recording and editing, analog and FM synthesis, MIDI sequencing, and a comprehensive study of the literature an styles of the classic tape studios.

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.

Course may be repeated for credit (2 credit hours each semester).

MUS-L 102 Intermediate Guitar Class (2 cr.) Class guitar instruction for beginning students.

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. Course may be repeated.

MUS-L 700 Guitar Graduate Elective (3 cr.) Registration limited to MS in Education/Music students.

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 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 502 Composers (3 cr.) Variable topic. Life and works of representative composers in the cultural and historical context of their eras; emphasis on the development of individual style through analysis of characteristic works. Prereq: prior collegiate study in music history and music theory.

MUS-M 530 Contemporary Music (3 cr.) Variable topics. This course examines music from 1945 to the present investigating the intersection between popular and art music.

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 656 Music Since 1900 (3 cr.) Variable topics. This course investigates various aspects of music of the twentieth century, seen against the backdrop of its socio-political environment.

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-P 400 Piano (2 cr.) P: Two semesters of MUS-P 305. Applied music.

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. Course may be repeated for credit (2 credit hours each semester).

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 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 402 Senior BM Piano recital (0-1 cr.)
P: Permission of instructor. C: Must be taken concurrently with applied study. For majors. Course is repeatable.

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. Repeatable for credit.

MUS-Q 700 Organ Graduate Elective (2 cr.) Applied lessons in organ.

MUS-R 251 Workshop in Opera Acting 1 (1 cr.)
P: Permission of conductor or audition. Course is repeatable up to four credit hours.

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 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. Course is repeatable.

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-S 710 Violin Graduate Elective (2 cr.) Applied lessons in violin.

MUS-S 720 Viola Graduate Elective (3 cr.) Registration limited to MS in Education/Music students.

MUS-S 730 Cello Graduate Elective (2 cr.)
P: Registration limited to MS in Education/Music students. Applied lessons in cello.

MUS-S 740 Bass Graduate Elective (2 cr.) P: MS Education/Music Conc Only. Applied lessons in string bass.

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 natation, 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 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 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-T 512 Theory Review for Graduate Students (3 cr.) Review of undergraduate theory topics designed for graduate students. Topics include tonal harmony (diatonic and chromatic) and analysis.

MUS-U 230 Foreign Language for Singers (3 cr.) Study of language techniques, diction, international phonetic alphabet, and pronunciation fundamentals. May be repeated for credit.

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. Course is repeatable.

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 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 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. Course is repeatable.

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-S 315 Violin (2-6 cr.) Repeatable up to 99 units.

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. Course may be repeated for credit (2 credit hours each semester).

MUS-W 402 Senior BM Woodwind Recital (1 cr.) P: Permission of instructor. C: Must be taken concurrently with applied study. For majors. Course is repeatable.

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. Course may be repeated for credit (2 credit hours each semester).

MUS-W 710 Flute/Piccolo Graduate Elective (2 cr.) Registration limited to MS in Education/Music students.

MUS-W 720 Oboe/English Horn Graduate Elective (2 cr.) Registration limited to MS in Education/Music students.

MUS-W 730 Clarinet Graduate Elective (3 cr.) Registration limited to MS in Education/Music students.

MUS-W 740 Bassoon Graduate Elective (2 cr.) Registration limited to MS in Education/Music students.

MUS-W 750 Saxophone Graduate Elective (2 cr.) Applied lessons in saxophone.

MUS-X 1 All-Campus Ensemble (0 cr.) P: All ensembles require permission of conduadctor or audition. Course is repeatable.

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. May be repeated for credit (2 credit hours each semester).

MUS-X 40 University Instrumental Ensembles (0 cr.) P: All ensembles require permission of conductor or audition. University instrumental ensemble. Course is repeatable.

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. Course is repeatable.

MUS-X 95 Performance Class (0 cr.) Performance laboratory. Students will attend concerts recitals and other prescribed music events. Course is repeatable.

MUS-X 350 Jazz Ensemble (1 cr.) P: All ensembles require permission of conductor or audition. Course is repeatable.

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. May be repeated for credit.

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. Course is repeatable.

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.

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. Repeatable up to 2 units.

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. Repeatable up to 2 units.

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 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-D 200 Percussion Instruments (1-2 cr.) Private percussion lessons at the secondary level. Repeatable up to 99 units.

MUS-G 261 String Class Techniques (1-2 cr.) Class instruction and teaching methods for violin, viola, violoncello and double bass.

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 566 Interpreting and Conducting Band Literature (3 cr.) Study of selected concert band literature up to and including grade 5 material, with an emphasis on original band compositions. Baton technique, score analysis and rehearsal techniques. Designed for students with prior conducting and teaching experience.

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. Repeatable up to 99 units.

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. Repeatable up to 25 units.

MUS-Z 201 History of Rolck 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-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. Repeatable up to 99 units.

MUS-K 710 Composition Graduate Elective (2-4 cr.) Weekly lessons in composition given on an individual basis. Repeatable up to 99 units.

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 700 Piano Graduate Elective (2-4 cr.) Repeatable up to 99 units.

MUS-V 700 Voice Graduate Elective (2-4 cr.) Repeatable up to 99 units.

MUS-G 337 Woodwind Techniques (1 cr.) Class instruction and teaching methods for flute, oboe, bassoon, clarinet, and saxophone.

MUS-G 373 Instrumental Conducting (2 cr.) Further development of score reading and conducting techniques. Emphasis on experience conducting live instrumental ensembles.

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.

Philosophy (PHIL)

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 Introducation 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. Course may be repeated for credit.

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 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g. with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery

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. May be repeated once with different topic.

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.

Religious Studies (REL)

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. Repeatable for credit up to 9 units, if topics differ.

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 300 Studies in Religion (3 cr.) Selected topics and movements in religion.

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. Repeatable for credit up to 12 units, if topics differ.

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.

Spanish (SPAN)

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 Second-year 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 though 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. Native speakers of Spanish, as well as students who have taken a 300 or 400-level Spanish course, may not take SPAN-S 275.

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. Native speakers of Spanish, as well as students who have taken a 300 or 400-level Spanish course, may not take SPAN-S 275 or SPAN-S 291.

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. May be repeated once for credit overseas. Native speakers of Spanish may not take S 317; native speakers majoring or minoring in Spanish will replace S 317 with another 300- or 400-level course.

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. May be repeated once for credit.

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 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. Repeatable for credit up to 6 credits.

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. Repeatable up to 6 units.

Speech (SPCH)

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) Basic principles and practice in analysis and reading of selections from prose, poetry.

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. Repeatable up to 8 units.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) 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.) P: SPCH-S 121 and SPCH-S 122 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 or oral discourse; the communication process and human behavior and culture; speech in conflict situations.

SPCH-S 223 Business and Professional Communication (3 cr.) 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.) 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: ENG-W131, SPCH-S 121, SPCH-S 122 with C or better. Minimum GPA OF 2.3 and 30 credit hours. 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.) An upper-level survey course designed to introduce students to the various concepts, theories, and principles of effecive 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 and Junior Standing. 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.) 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.) 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.)

SPCH-S 353 Advanced Public Speaking (3 cr.) 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.) Provides a conceptual and theoretical foundation for understanding how nonverbal communication influences perceptions of others and the ways in which nonverbal communication reflects emotions, status, sex-roles, etc. The course explores how nonverbal communication facilitates retention, comprehension, and persuasiveness of verbal information, including the ability to detect deceptive communication.

SPCH-S 398 Independent Study in Speech Communication (1-3 cr.) Independent study or practicum experience. Projects must be approved by the faculty member before enrolling. May be repeated for up to a total of 6 credits.

SPCH-S 400 Senior Seminar (2 cr.) Study of problems and issues in rhetoric and communication. Topic varies.

SPCH-S 405 Human Communication Theory (3 cr.) 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 SPEECH Criticism (3 cr.)

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.) 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.) A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

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

Telecommunications (TEL)

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-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 Strategic Communication Campaigns (3 cr.) P: COMM-I 102 and Junior standing or consent of instructor. Theory and practice of designing, implementing, and evaluating promotional materials and marketing campaigns for television programs, radio formats, call service, the Web and the new media.

TEL-R 440 Advertising Strategies (3 cr.) Analysis and evaluation of the planning, creative and placement components of advertising campaigns utilizing the broadcast media; development of original advertising campaigns.

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.

Theatre (THTR)

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. Credit not given for both THTR-T 470 and THTR-T 270.

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. Credit not given for both THTR-T 471 and THTR-T 271.

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 Introduction to Scenic Design (3 cr.) An entry-level studio course introducing the process of scene design, concept development, and the communication and presentation of theatrical ideas.

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: Fundamentals of Directing (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. Repeatable for credit up to 6 credits.

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. Repeatable for credit up to six credits.

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. May be repeated once for credit if topic differs.

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. Repeatable for credit up to 6 credits.

Graduate Business (BUSE)

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 Managerial Economics (3 cr.) The understanding and application of economic theory to the problems of the business enterprise. The use of economic concepts for managerial decision-making. Consumer

theory, market structure, cost, profit, and pricing are among the topics covered.

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-A 510 Automation and Databases (3 cr.) This class teaches accounting students how to extract data contained in relational databases using structured query language (SQL). Students will also be introduced to basic computer programming using visual basic for applications (VBA) and several useful Excel techniques. The combination of these skills introduces students to basic automation. Finally, students will be introduced to a conceptual model of how to create value for a business using machine learning. In this course, students will not learn the programming required to conduct a machine learning project. They will learn a conceptual framework to implement a machine learning project which will answer relevant questions to create business value.

BUSE-B 510 Managerial Ethics (3 cr.) Concepts of ethics in a managerial environment. Focus on development of an ethical framework to orient decision making within and across managerial and organizational settings. Topics may include historical development of ethics, cross cultural ethics, interpersonal ethics, ethics and the law, interpersonal/group ethical decision making, practicing ethics in organizational systems.

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 (2-3 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-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.) An exploration of the complex nature of change in modern organizations. Students will learn to compare the conditions under which individuals and groups are most likely to change, as well as evaluate and critically analyze previous organizational change events. Students will demonstrate a foundation in change agent skills.

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 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 558 Total Compensation (3 cr.) Survey of problems faced by managers of compensation systems. In-depth look at the roles of company, governments, 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, advantages and disadvantages, and extent of use.

BUSE-E 559 Performance Management (3 cr.) Performance managements is the process of monitoring and evaluating an employee's activities and outputs in meeting organizational goals. Performance management is a strategic process assessing performance across multiple levels (employee, department, and organization). This course will cover how to create a comprehensive performance management system and various methods of evaluating performance.

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 568 International Financial Management (3 cr.) 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 flow, forward cover, and international banking practices.

BUSE-E 569 Business Analytics and Visualization (3 cr.) Introduce students to business analytics focusing on data management and visual analytics. The topics include business analytics in organizations, data quality, business analytics processes, visual analytics techniques, tolls, and information presentation. Hands-on computer lab experiences include advance usage of spreadsheet software and other software tools to transform data into information.

BUSE-E 574 Strategic Staffing (3 cr.) Prepares student to identify the best candidates through a structured, longer-term focused process based on the business strategy. Students will critically evaluate jobs, identify traits, qualities and criteria associated with high levels of job performances to determine the candidates for

employment. Legal aspects of employment practices will also be discussed.

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 585 Training and Development (3 cr.) Employee development is an ongoing multifaceted set of activities (training activities among them) intended to bring someone, or an organization, up to a higher level of performance. The course explores identifying gaps in performance, determining the best interventions to improve performance, and assessing the outcomes of those interventions.

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. Repeatable up to 6 units.

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-E 597 Fraud Issues in Business (3 cr.) This course provides a framework for managers to understand, prevent, and detect fraud. Topics include fraud law; who commits fraud and why; fraud symptoms, prevention, and detection; common fraud schemes; fraudster profiles; auditor responsibilities and study of current and historical cases of real-life frauds.

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.

Business (BUS)

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: Sophomore Standing (30 complete credit hours) Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: BUS-A 201. Concepts and issues of management accounting, budgeting, cost determination and analysis.

BUS-A 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 ad 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 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 Introduction to Taxation (3 cr.) P: BUS-A 202. A comprehensive study of the federal income tax structure. Individual taxation will be emphasized with an exposure to business taxation.

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 338 Accounting Data Analytics (3 cr.) P: BUS-A 337 and ECON-E 270 Students will analyze accounting data using analytical techniques with tools such as SQL, spreadsheets, and/or Python. Topics ensure students are prepared for a profession in the data-driven accounting field.

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 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 and governmental organizations. Particular emphasis is given to consolidated financial statements.

BUS-A 424 Auditing and Assurance Services (3 cr.)
P: BUS-A 311 with a C- or higher The objective of this course is to learn the basic concepts, standards and procedures of auditing, provide an overall understanding of the Code of Professional Conduct for CPAs and Generally Accepted Auditing Standards with a focus on developing critical thinking skills about audit judgments and preparing for the CPA exam

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 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 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 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.

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 eduction. 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. An overview of the essentials of corporate finance needed to compete effectively in an increasingly global environment. Topics include time value of money, forecasting, stock and bond analysis, project analysis, cost of capital, short-term asset analysis, global financial markets, and ethical considerations.

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 & Financial 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 Business Enterprise and 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 320 Systems of Health Care Delivery (3 cr.) This course examines the foundations and historical precedents for the current health care system in the United States. It also covers the structures, processes, and policies for delivering health care services, and briefly reviews alternative systems used in other countries.

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: BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, and BUS-Z 302 all with a C- or better. Administration of business organizations; policy formulation, organization, methods, and executive control.

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: BUS-C 104 and ENG-W 231,ENG-W 234 or ENG-W 290 with C- or higher. C: BUS-K 201. An introduction to information systems and technology and their role in the modern business enterprise. Topics include computer based information systems; managers' role in use, acquisition and control of information systems and technology for a competitive advantage; ethical use of information; global information systems; and emerging information technologies.

BUS-K 350 Data Analytics and 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 and 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 with a C- or better. The objective of this course introduces students to Business Intelligence, including processes, methodologies, infrastructure, and current practices used to transform data into information for decision making purposes. Topics include data management principles, data models, and BI technologies for report design and development, data warehouse, data mining, and online analytical processing.

BUS-L 201 Legal Environment of Business (3 cr.) P: Must have Sophomore class standing or higher

Emphasis on nature of law through examining a few areas of general interest: for example, duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business.

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 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 333 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 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 marking 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: BUS-C 104 and ENG-W 231, ENG-W 234 or ENG-W 290 all with C- or better. An introduction to the design and management of manufacturing and service operations. Students learn basic tradeoffs associated with operations management decisions, identify and quantify operating characteristics, and apply a variety of tools and techniques. Topics include process management, quality performance, constraint management, lean systems, inventory management, supply chain design, logistics.

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 Planning and Control (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 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 standing. Primarily for those interested in creating a new business venture. Emphasis is on personal, rather than corporate goals and strategy; and on problems of creation, rather than management of an enterprise. Each student develops an investment feasibility study for a new company he would like to create.

BUS-W 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-X 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.

BUS-X 405 Topical Explorations in Business (1-3 cr.) Specific topic to be announced as the course is offered.

BUS-X 410 Business Career Planning and Placement (3 cr.) P: Junior standing. This course will focus on career planning and development. Students will explore different career opportunities and work to identify within themselves the skills needed to succeed as a professional in a fast-changing, business environment. Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaigns, job-application methods, performing well in interviews, and initial conduct on job will be topics covered in this course. We will also explore general professional development, such as the importance of effective networking and effective communication.

BUS-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: BUS-C 104 and ENG-W 231, ENG-W 234 or ENG-W 290 all with C- or better. 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: BUS-Z 301 or BUS-Z 302 with a C- or higer Nature of human resource development and utilization in American society and organizations; government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training, development. Integration of government and organizational human resource programs.

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.

Economics (ECON)

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 Economincs 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. An analysis of evolution of market structure using the analytical concepts of supply and demand, opportunity cost, and marginal analysis. Applications include a variety of concurrent microeconomic issues.

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: ECON-E 201 with a C- or higher. An introduction to macroeconomics which studies the economy as a whole; the level of output, prices and employment, how they are measured and how they can be changed; money and banking; international trade; and economic growth.

ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.) P: MATH-M 122 or MATH-M 118 & BUS-K 201 (or Demonstrated equivalent Excel Skills); or MATH-M 129 with a C- better. This course reviews basic concepts of probability and statistics, using them to study the properties of statistical samples, summary statistics for those samples and their use to test statistical hypotheses. It also studies basic statistical decision theory and the use of statistical techniques to study relationships between variables: regression and correlation analysis, analysis of variance.

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 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 Environmental and Natural Resource Economics (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 371 Introduction to Applied Econometrics (3 cr.) P: ECON-E 251 or ECON-B 251; and ECON-E 370 or ECON-S 370; and MATH-J 113, MATH-M 119, MATH-V 119, MATH-M 211, or MATH-S 211 An introduction to the theory and application of least-squares regression in empirical economics. Review of bivariate and multivariate regression models, hypothesis testing, and confidence intervals. Special topics include model specification, multicollinearity, heteroscedasticity, dummy variables, interactions, and various sources of estimation bias. Students will learn to work with both cross-sectional and time-series datasets, and analyze the data using an econometrics software package.

ECON-E 408 Undergraduate Readings in Economics (3 cr.) Individual readings and research. Restricted to majors in economics.

ECON-E 490 Advanced Undergraduate Seminar in Economics (3 cr.) Advanced intensive study of a topic area in economics. Topics will vary.

Education Undergraduate (EDUC)

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-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 (2-3 cr.) P: Formal admission into teacher education. This course describes and appraises the materials, methods and techniques employed in an elementary school developmental language arts and reading program. Repeatable up to 6 credits. Multiple enrollments per term allowed.

EDUC-E 340 Methods of Teaching Reading I (2-3 cr.)
P: Formal admission into teacher education. This course describes and appraises the methods, materials, and techniques employed in diagnosing learning problems in elementary language arts and reading program. Repeatable up to 6 credits. Multiple enrollments per term allowed.

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-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. Repeatable up to 99 units.

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-H 427 Education Through Travel (2-6 cr.) Provides an opportunity to visit historical and cultural areas in foreign countries. Individually arranged.

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. Repeatable up to 99 units.

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-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-M 101 Laboratory/Field Experiences (0-3 cr.) A laboratory or field experience in education for freshmen. May be repeated.

EDUC-M 201 Laboratory/Field Experiences (0-3 cr.) A laboratory or field experience in education for freshmen. May be repeated.

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. May be repeated.

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 KINDERGTN/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. Repeatable up to 4 units.

EDUC-M 330 Designing Visual Learning Experiences for Children (3 cr.) An introduction to fundamentals of designing and facilitating children's visual art learning experiences in schools, community centers or museums. Emphasis on pedagogy in the context of practice and field experiences with children. Required for art education majors. Non-art education majors welcome with instructor permission.

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. Repeatable up to 99 units.

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 430 Art Education in Schools & Museum Settings (3 cr.) Advanced study of curriculum developments in art education and methods of teaching visual art in PreK-12 schools, museums or other professional settings.

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 provioded 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. Repeatable up to 99 units.

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-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-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. Repeatable up to 8 units.

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. Repeatable up to 3 units.

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. Repeatable up to 99 units.

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. Repeatable for credit up to maximum if six credits.

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. Repeatable for credit up to three credits.

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-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. Repeatable up to 99 units.

EDUC-X 101 Techniques in Textbook Reading (2-3 cr.)
Instruction and guided practice in techniques for learning from printed materials. Emphasis is on graining information from text and practical retrieval and discussion of concepts. Much of the work is done on an individual basis. Repeatable up to 3 units.

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; multicoultural and international literature; books for toddlers and preschoolers; early readers and transtional chapter books; illustration as art;special needs; technology; media influences. Repeatable up to 6 units.

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.

Education Graduate (EDUC)

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. Repeatable up to 3 units.

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. Repeatable up to 6 units.

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. Repeatable up to 99 times.

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 624 EDUCATIONAL LEADERSHIP: THE PRINCIPALSHIP K-12 (3 cr.)
This course engages students in a dialogue around building a professional learning community leading to instructional program coherence committed to the success of all students. Students complete their leadership platform as a part of this course.

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. Repeatable up to 6 units.

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 629 CONTINUOUS SCHOOL IMPROVEMENT (3 cr.)
P: EDUC-A 500 Prepares educational leaders to lead continuous school improvement by critically collecting, analyzing, evaluating, and using various forms

of data to improve teaching, learning, and decision-making in schools.

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 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. Repeatable up to 6 units.

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. Repeatable up to 15 units.

EDUC-E 513 Workshop in Elementary Social Studies (1-6 cr.) Means for improving the teaching of social studies in the elementary school. Repeatable up to 9 units.

EDUC-E 514 Workshop in Elementary Language Arts (1-6 cr.) Means for improving the teaching of language arts in the elementary school. Repeatable up to 99 times.

EDUC-E 515 Workshop in Elementary Reading (1-6 cr.) Means for improving the teaching of reading in the elementary school. Repeatable up to 6 units.

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. Repeatable up to 99 times.

EDUC-E 518 Workshop in General Elementary Education (1-6 cr.) Individual or group study of problems within the field of elementary education. Repeatable up to 99 times.

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. Repeatable up to 3 units.

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. Repeatable up to 99 times.

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. Repeatable up to 99 times.

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. Repeatable up to 12 units.

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. May be repeated, not to exceed a total of 12 credit hours, with consent of School of Education.

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 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. Repeatable up to 99 times.

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. Repeatable up to 99 times.

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 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. Repeatable up to 99 times.

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 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 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 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 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 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 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. Repeatable up to 99 times.

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 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. Repeatable up to 3 units.

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. Repeatable up to 3 units.

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 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. Repeatable up to 6 units.

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. Repeatable up to 12 units.

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. Repeatable up to 99 units.

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. Repeatable up to 99 units.

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. Repeatable up to 6 units.

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 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. Repeatable up to 3 units.

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. Repeatable up to 3 units.

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. Repeatable up to 6 units.

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 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. May be repeated.

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. Repeatable up to 99 units.

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. Repeatable up to 6 units.

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. Repeatable up to 99 units.

EDUC-W 505 Professional Development Workshop (1-6 cr.) Workshop to meet specific professional needs. Repeatable up to 99 units.

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 531 Technology for Teaching and Learning (3 cr.) A survey of technology used for teaching and learning which explores technologies in learning environments. Students will critically examine topics such as 21st century learning, new literacies, digital divides, digital citizens, technology in classrooms, web-based tools, mobile technologies, game-based learning, and technology innovations. Students will evaluate educational technology tools and engage in social networking and collaborative learning.

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 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. Repeatable up to 8 units.

EDUC-X 590 Research in Reading (1-6 cr.) P: Permission required. Individual research. Repeatable up to 12 units.

EDUC-X 599 MASTER'S THESIS IN EDUCATION (6 cr.)

health physical education and recreation
Health, Physical Education, and Recreation (HPER)

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. May be repeated for credit if topic differs.

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-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. May be repeated for credit if topic differs.

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. Repetable for credit.

HPER-R 399 Readings in Recreation, Park, and Tourism Studies (1-3 cr.) P: Consent of Intructor/ Department Coordinaotor Selected readings in Recreation, Parks, and Tourism studies. Only S/F grades given. Repeatable for Credit

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-P 211 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 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 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.

Interdisciplinarity Studies (IDIS)

IDIS-D 501 Humanities Seminar (1-4 cr.) An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. Course is repeatable.

IDIS-D 502 Social Science Seminar (1-4 cr.) An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester. Course is repeatable

IDIS-D 503 Natural Science Seminar (1-4 cr.) An interdisciplinary graduate seminar in the natural sciences. Topics vary from semester to semester. Course is repeatable.

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. Repeatable up to 21 units.

IDIS-D 512 MLS Social Sciences Elective (1-4 cr.) Topics vary. Repeatable up to 21 units.

IDIS-D 513 MLS Natural Sciences Elective (1-6 cr.) Topics vary. Repeatable up to 21 units.

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. May be repeated once.

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. Repeatable up to 6 units.

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 Course is repeatable.

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. Course is repeatable.

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. Course is repeatable

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. Course is repeatable to maximum of 6 credits.

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.

Sustainability (SUST)

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. Repeatable up to 12 units.

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. Repeatable up to 6 units.

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.

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.

Natural Sciences (NATS)

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. May be repeated twice for credit up to 3 credit hours.

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.

Health Information Management (HIM)

HIM-M 101 Introduction to Health Records (3 cr.) Study of health record documentation, as they relate to various healthcare settings, organizational principles, and Information Governance initiatives. Development of systems and processes for collection, maintenance, and dissemination of health-related information. Study of the various uses of the data contained within the health record.

HIM-M 107 Computer Applications in Health Information Technology (3 cr.) The study of information technologies, electronic health record systems and health information specialty systems commonly used in healthcare and Health Information Management departments. Application of policies and procedures to ensure accuracy and integrity of patient data.

HIM-M 108 Introduction to Health Information Management (3 cr.) 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 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction definitions, spelling and abbreviations; emphasis placed on speaking, reading and writing skills.

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 is a healthcare environment which demand competency to the areas of profit margins, management of financial resources and complex reimbursement processes.

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.

HIM-M 313 Principles of Health Information Management (3 cr.) This course gives students information about the concepts, principles, and practices of the health information management profession. Data content, standards, and governance will be addressed to include an overview of the US healthcare delivery system, legal issues, data governance and stewardship health record content and documentation, classification systems, vocabularies, and terminologies, data management.
  Students will also be introduced to reimbursement methodologies and organizational compliance and risk. Students will be introduced to the American Health Information Management Association (AHIMA) as a student member and learn about the state and local organizations.

HIM-M 314 Lab Enrichment for Principles of Health Information Management (1 cr.) This course is designed to provide reinforcement to the lectures in HIM - M313. Students are provided access to the actual HIM software used in professional healthcare settings. Students engage in laboratory exercises that consist of evaluating health records for completeness, regulatory compliance and documentation. Students explore electronic health record and master patient index management. Students will

be introduced to encoder software and reimbursement methodologies.

HIM-M 318 Principles of Finance for Health Information Management (3 cr.) Students will learn a foundational knowledge of healthcare financial management, and will be introduced to a variety of healthcare-based examples including the creation of budgets, analyzing financial statements and reviewing revenue and expenses as it relates to real-world healthcare financial management. As an HIM professional, students will learn the tools to make sound financial decisions in a healthcare environment.

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 329 Healthcare Data Analytics and Information Governance (3 cr.) Data analysis for the Health Information Management professional is evolving from simply gathering data to managing information. This course will focus on the role of the data analysist to manage and analyze data and to report the results to the healthcare organization. The course will also provide students with the ability to develop their analysis skills.
Students will be exposed to the concept of information governance, which coordinates the organization of data management domains. It is the principal authority that certifies that standards are in place and enforced for the management of healthcare data. Note that students should have prior knowledge of ICD-10-CM and CPT and HCPCS coding systems in both the hospital and physician setting prior to completing this course.

HIM-M 331 ELECTRONIC HEALTH RECORDS (EHRS) AND HEALTH INFORMATION EXCHANGE (3 cr.)
The course will provide students with exposure to the Electronic Health Records (EHR) planning and implementation process. The course provides coverage of topics so that students may work for vendors in policy-making positions or be employed in a healthcare organization. There will also be discussions regarding trends in EHRs, and discussions of management and planned implementation of EHRs. In addition, the course will cover Health Information Exchange (HIE) in the United States. HIE terminology, status of development, goals and governance and the benefits and challenges will all be covered.

HIM-M 350 Pathophysiology and Pharmacology for Health Information Management I (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the development of diseases.

HIM-M 351 Pathophysiology and Pharmacology for Health Information Management II (3 cr.) This course covers the signs, symptoms, and functional changes in each body system caused by diseases, focusing on the drugs used in treatment.

HIM-M 390 Medical Coding I (3 cr.) This course gives Instruction in coding of diagnoses, diseases, signs, and symptoms, medical procedures and services provided in physician offices inpatient/outpatient hospitals, nursing facilities, laboratories, radiology/diagnostic imaging.
An overview of medical insurance programs and the skills needed to assign and link ICD-10-CM with CPT/HCPCS codes in correct format to submit to an insurance carrier for reimbursement providing medical necessity for services and procedures performed.

HIM-M 391 Medical Coding II (3 cr.) This is a continuation of Medical Coding I in the practice application in the assignment of ICD-10-CM, CPT, and HCPCS codes. This course will include additional instruction in the coding of anesthesia services, modifier placement, and the ability to abstract information from the medical record to select accurate codes.

HIM-M 392 Reimbursement for Physician Services (3 cr.) This course will focus on regulatory bodies in healthcare (Centers for Medicare and Medicaid Services, Office of Inspector General), content, ownership, and legal aspects of medical records, licensure of medical personal. Overview of medical insurance programs (Medicare, Medicaid, Workers Compensation, Tricare, Blue Cross/Blue Shield and commercial carriers), including reimbursement methodologies related to third party payers. Overview of release of information principles, privacy and security standards as outlined by HIPAA.

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 416 PRINCIPLES OF MANAGEMENT AND LEADERSHIP FOR HEALTH INFORMATION MANAGEMENT (3 cr.) This course will focus on developing the desired leadership and management skills for the HIM professional. Specific leadership and management characteristics essential to the HIM professional will be covered. The class will also provide practical instruction in management principles and is intended for students seeking a management position in the healthcare field. Potential placements include outpatient, acute-care, long-term care, and rehabilitation sites.

HIM-M 423 Quality and Performance Improvement in Healthcare (3 cr.) This course will focus on the theory, practice, and management of performance and quality improvement processes in healthcare organizations. Students will receive a basic overview in performance improvement philosophy and methodology for healthcare. Students will also receive practice in applying graphic and analytical tools used in performance and quality improvement as it relates to healthcare.

HIM-M 425 Quantitative Analysis of Health Information (3 cr.) This course outlines vital statistics and other procedures in healthcare. Students research access techniques, national research policy-making, biomedical and health research investigation, and research protocol data management. Students identify the statistical reporting requirements of hospital users and medical staff for licensing, accrediting, and approving agencies. Students review null hypothesis, data validity, and reliability and critique the literature on inferential statistics.

HIM-M 435 Project Management in Health Information Management (3 cr.) Define project, information technology (IT), and change management as an integrated methodology that can help solve the healthcare and Health Information Management crisis.

HIM-M 436 Registered Health Information Administrator Exam Readiness (3 cr.) This course is intended to provide a review of the technical and administrative aspects of domain topics required for successful passing of the mock and national registry exams to become a Registered Health Information Administrator (RHIA).

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 445 Health Information Management Practicum I (3-6 cr.) The Professional Practice Experience (PPE) is an opportunity for students to reinforce skills and competencies learned in the classroom through real world application. The PPE is designed to provide students with practical work experience in the HIM competencies and domains that focus on skill building and practical application of theory. PPE will be experienced in the student's final semester of coursework. The number of hours spent on-site at practicum locations totals 135 hours or the equivalent of a 3 credit hour class. The PPE must be completed by the end of the semester enrolled. With the approval of the HIM Program Director and PPE site, students may enroll for up to 6 credit hours should the numbers of hours exceed 135 hours.

HIM-M 446 Health Information Management Practicum II (3-6 cr.) HIM M446 HIM Practicum II is a continuation course of HIM M445 HIM Practicum I. The Course Content, Teaching and Learning Methods, Learning Outcomes/Objectives and Learning Assessment are identical for both Professional Practical Experience courses. For consistency, the information is repeated in this document. The Professional Practice Experience (PPE) is an opportunity for students to reinforce skills and competencies learned in the classroom through real world application. The PPE is designed to provide students with practical work experience in the HIM competencies and domains that focus on skill building and practical application of theory. PPE will be experienced in the student's final semester of coursework. The number of hours spent on-site at practicum locations totals 135 hours or the equivalent of a 3 credit hour class. The PPE must be completed by the end of the semester enrolled. With the approval of the HIM Program Director and PPE site, students may enroll for up to 6 credit hours should the numbers of hours exceed 135 hours.

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.)

Allied Health (AHLT)

AHLT-B 311 Systems of Health Care Delivery (3 cr.) Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing

electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed.

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 352 Performance Improvement in Health Management (3 cr.) This course provides the fundamental concepts of quality management in health care systems and the essential tools to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments to create a more meaningful student experience, useful in your future endeavours. You will learn to be empowered. Special processes such as Six Sigma and Lean Six Sigma will be discussed.

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-B 499 Health Management Capstone (3 cr.) The main purpose this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills.

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-H 415 Global Child and Adolescent Health (3-3 cr.) An overview of determinants and indicators of health of children and adolescents in the United States compared to other countries.

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 192 Intro to HIM and Reimbursement (3 cr.) Overview of medical insurance programs, including Medicare and Medicaid, and reimbursement methodologies related to third party payers in the outpatient setting. Overview of release of information principles, privacy and security standards as outlined by HIPAA. Relate CPT, ICD-9-CM and HCPCS codes to billing process.

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 366 Leadership for Health Professionals (3 cr.) This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances. Management issues

that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated.

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 Documentation (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. Repeatable up to 6 units.

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. Skiills 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-P 101 Introduction to Pharmacy (3 cr.) The proposed course, AHLT-P 101 Introduction to Pharmacy, will be a 1 credit hour course that will serve as an introduction to the field of pharmacy. Students will learn about the evolution of the profession and the plethora of career opportunities. This course will help students learn about the differences in area Colleges of Pharmacies, as well as, help them prepare for the application and interview process. Additionally, students will have the opportunity to ask questions of several different panels of pharmacists, residents and students.

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 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.

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 the occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

AHLT-R 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-W 310 Women's Health (3 cr.) This course will provide students with a basic understanding of how gender differences play a role in manifestation of disease and health outcomes. They also play a role in health care delivery including issues associated with access. Women are perceived as the decision-makers for the source of health care for their families. Women often delay self-care as they attend to the care of their family or children. Women are not just men with reproductive capacity, and not all women are alike. Women share many experiences (e.g., domestic violence), which cross-economic and

racial lines. Additional examples of issues that impact all women are listed as follows: a lack of economic parity with men, the responsibility for childrearing, delaying of self-care because of accessing health care for others (e.g., children) and domestic violence. Delineating between the commonality of being a woman and the difference or uniqueness of health issues of the individual woman is a key for physicians and other health care providers. Health care providers need to assess the global health risks of the individual patient in front of her or him. Most useful are the skills and strategies to gain information from the patient, and appropriate data collection as needed from the laboratory or radiology.

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

Anatomy (ANAT)

ANAT-A 215 Basic Human Anatomy (5 cr.) Lab fee required. Relationships of structure of cells, tissues, organs, and systems to function.

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. Repeatable up to 12 credits.

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-A215 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 ANAT-M100 and ANAT-A215. Readings and lectures will be supplemented by whole-class and small-group discussions, and by written assignments.

Astronomy (AST)

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.) Topics include constellations, gravity, radiation, the Sun, structure and evolution of stars, neutron stars and black holes, the Milky Way galaxy, normal galaxies, active galaxies, quasars, cosmology, and the search for extraterrestrial life.

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. May be repeated (not to exceed 3 credit hours) with consent of instructor.

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.

Biology (BIOL)

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 L111. Credit not given for both BIOL-L 101 and BIOL-E 111.

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. Credit not given for both BIOL-L 102 and BIOL-E 112.

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. Introduction to the basic principles of immunology and serology.

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,

linage, 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 linage 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. An introductory course designed for prospective biology majors and students majoring in ancillary sciences. Principles of life processes including the chemical basis of life, cellular structure and function, genetics, and evolution.

BIOL-L 102 Introduction to Biological Sciences II (5 cr.) One year of high school chemistry or one semester of college chemistry is recommended. Integrates a brief survey of the plant and animal kingdoms with an emphasis on a comparative review of the major functional systems in diverse groups, and an introduction to the principles of ecology.

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: Completion of BIOL-L100, BIOL-L101, BIOL-L102, BIOL-L111, or BIOL-L112 with C or higher Laboratory experiments in various aspects of biology, with a focus on investigative 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. An interdisciplinary examination of environmental problems. Class may include lectures, films, fieldwork, and laboratory method including computer simulations, fieldwork, if under taken may include trips to local industries with pollution control in place, trips to examine local habitats, or other appropriate activities.

BIOL-L 211 Molecular Biology (3 cr.) P: Prerequisite: BIOL-L 101, BIOL-L 102 and CHEM-C 101 or CHEM-C 105 all with C or better Covers structure and function of DNA and RNA; DNA replication, mechanisms of mutation, repair, recombination, and transposition; mechanisms and regulation of gene expression; and 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 course designed to acquaint the student with natural biological phenomena and their interactions with the physical environment. The class will consist primarily of a period of intensive, extended field study in an area remote from the local campus Orientation and evaluation sessions will be held prior to and following the field experience. May be repeated once for credit.

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 non-majors involving study of the principles, concepts, and techniques of marine and estuarine biology.

BIOL-L 311 Genetics (3 or 5 cr.) P: BIOL-L 211 with C or better. C: BIOL-L 319. Analysis of the mechanisms of inheritance, including developmental processes that lead to the construction of whole organisms and to the transmission to their offspring of specific genetic traits. Includes the principles of genetics and the analysis of mutations affecting development. Credit given for only one: BIOL-L 311 or BIOL-K 322.

BIOL-L 312 Cell Biology (3 or 4 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. Current techniques will be stressed.

BIOL-L 313 Cell Biology Laboratory (3 cr.) P: BIOL-L 211 with C or better C: BIOL-L 312 with C or better Theory and techniques of experimental cell physiology. Enzyme purification using spectrophotometry, ion-exchange and gel permeation chromatography, gel electrophoresis. Respiration and photosynthesis analyzed by cell fractionation, oxygen electrode, and radioactive tracer techniques.

BIOL-L 317 Developmental Biology (3 cr.) P: BIOL-L 101 and 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. Credit given for only one: BIOL-L 317 or BIOL-Z 317.

BIOL-L 318 Evolution (5 cr.) P: BIOL-L 311 with C or better Provides a rigorous exploration of the theory of evolution - the conceptual core of biology. Topics include origins and history of life, the interplay of heredity and environment in shaping adaptations, molecular, behavioral and social evolution, patterns of speciation, extinction, and their consequences, methods for inferring evolutionary relationship among organism

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 prospective 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. Repeatable up to 99 units.

BIOL-L 403 Biology Seminar (1 cr.) P: Senior standing and 30 credits of upper level biology courses. Individual presentations of recently published papers representing all areas of biological research. May be repeated for credit.

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. May be repeated once for credit.

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 problems and techniques in the ecology of individuals, populations and ecosystems.

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. Repeatable up to 24 units.

BIOL-L 563 Topic in Life Science (1-6 cr.) A graduate level life sciences topic course. Specific topics vary from semester to semester. Repeatable up to 12 units.

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. Repeatable up to 8 units.

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 570 Evolution (3 cr.) Provides a rigorous exploration of the theory of evolution; the conceptual core of biology. Topics include origins and history of life: the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms.

BIOL-T 574 The Immune System and Disease (3 cr.) This course will introduce graduate students to immunology, focusing upon cells, molecules and mechanisms operating in the normal immune system and then assess the dysfunction associated with diseases and immune disorders.

BIOL-T 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-T 577 Molecular Genetics and Genomics (3 cr.) This course provides an overview of modern DNA sequencing technologies, which can produce trillions of base pairs per day, and how they are applied to determine genome sequences, RNA levels and processing, the

positions DNA and RNA binding proteins, and even the 3-dimensional arrangement of DNA inside the nucleus.

BIOL-T 582 Advanced Field Zoology (3 cr.) This course will cover areas related to ecology - specifically in the areas of wildlife biology, wildlife management, and conservation biology. There will be some bias towards vertebrate and behavioral ecology.

BIOL-T 583 Problems in Genetics - Higher Organisms (3 cr.) Selected topics in the genetics of higher organisms emphasizing studies at the molecular level.

BIOL-T 591 History of Life (3 cr.) This course examines the evolutionary history of life based on the fossil record and genetic codes of existing organisms. It also explores the history of changing philosophies regarding life's origin, from creation story-based religious views to the non-teleological views of modern evolutionary theory.

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.

Chemistry (CHEM)

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. Repeatable up to 4 units.

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 520 Organic Synthesis (3 cr.) Overview of the importance of small molecule total synthesis, review of organic structure and reactivity, in-depth dive into the syntheses of important classes of molecules including the beta-lactams, steroids, and sugar. Later modules will address important topics including stereoselective synthesis, medicinal chemistry, biosynthesis, bioinspired (or biomimetic) synthesis, and polymer synthesis.

CHEM-T 530 Organic Spectroscopy (3 cr.) This is a course in Organic Spectroscopy. This course is intended to give students a more complete picture of how spectroscopic methods (IR, UV, NMR, mass spectroscopy, and other methods) are used to elucidate the structure of complex organic molecules.

CHEM-T 540 Physical Chemistry (3 cr.) This course will touch on all the fundamental areas of Physical Chemistry. Emphasis is placed on content that expands the students' knowledge in the key areas and relates to concepts that are likely to be taught in introductory chemistry courses.

CHEM-T 550 Introductory Biochemistry (3 cr.) Protein composition and structure, Enzyme kinetics, catalytic and regulatory strategies, Carbohydrates, Nucleic acids, Lipids and cell membranes, Transducing and storing energy - metabolic cycles, Responding to environmental changes.

CHEM-T 570 Nuclear Chemistry (3 cr.) The fundamentals of nuclear chemistry and radiochemistry are covered. Topics may include nuclide types (origin, distribution), nuclide stability (quantum structure, binding energy), nuclear reactions (radioactive decay, fusion, fission), applications of nuclear phenomena (nuclear power plants, radioisotope dating, tracers, analytical techniques), and hazards (nuclear power plant accidents, biological effects of radiation).

CHEM-T 590 Chemistry Capstone (3 cr.) Integration of knowledge and understanding from the literature that transcends subdisciplinary boundaries of chemistry.

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.

Computer Science (CSCI)

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.) 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 205 Computer Programming (4 cr.) 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 439 Network Security (4 cr.) The study and practice of network security. Threats to information confidentiality, integrity, and availability in different internet layers, and defense mechanisms that control these threats. The course also provides a foundation in network security: cryptography, primitives/protocols, authentication, authorization and access control technologies; programming assignments, security tools, and a project.

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 498 Introduction to Data Science (4 cr.) Join the Data Revolution. Commerce and research are being transformed by data-driven discovery and prediction. This course serves as an introduction to the interdisciplinary and emerging field of data science. This class will survey the foundational topics in data science, namely, Data Manipulation Data Analysis with Statistics and Machine Learning Data Communication with Information Visualization Data at Scale -- Working with Big DataThe class will focus on breadth and present the topics briefly instead of focusing on a single topic in depth. This will give students the opportunity to sample and apply the basic techniques of data 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 231 Introduction to the Mathematics of Cybersecurity (3 cr.) P: CSCI-C 251 or INFO-I 201. The goal of this course is for students to be introduced to the basic mathematical tools used in modern cybersecurity. The course covers introductory mathematical material from a number of disparate fields including probability theory, analysis of algorithms, complexity theory, number theory, and group theory.

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. May be repeated up to a maximum of 6 credits.

CSCI-C 407 Introduction to Digital Forensics (4 cr.) P: CSCI-C 202 or CSCI-A 202 or equivalent. Overview of the principles and practices of digital forensics, emphasize the different techniques and procedures to analyze physical storage media. Students will study underpinnings of common operating systems and various formats for file storage and transmission, including secret hiding places unseen by the user or even the operating system.

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 437 Computer Security (4 cr.) Introduction to the principles, mechanisms, policies, and implementation for computer security; learn how attacks are carried out, defenses against attacks, and designing systems to withstand them.

CSCI-C 439 Systems, Protocol, Security, and Information Assurance (4 cr.) P: CSCI-C 202 or INFO-I 211, CSCI-C 335 and CSCI-C 437 This course concerns itself with finding and exploiting hardware and software vulnerabilities. Reverse engineering is also studied. Students will learn how to defend against such exploits and how to harden systems against similar attacks.

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. May be repeated for a maximum of 6 credit hours.

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 223 Digital Fluency (3 cr.) This course provides a fundamental understanding of technology planning, choosing computer applications, utilizing multiple data sources in the digital world, extracting and presenting data using different digital application platforms.

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 435 Mobile Computing (4 cr.) This course explores a number of different mobile computing related topics and technologies. The course requires the completion of a number of smaller programming labs in order to get hands on experience with some of these topics. Additionally, there is a semester long project that requires the student to design, develop, and implement his or her own app. Mobile computing topics include but are not limited to: model view controller, XML, JSON, parsing of XML and/or JSON, interprocess communication, basics of built-in GUI widgets and components, persistent data, user interface design, event handling and callback operations, touches and swipes, utilizing and communicating with cloud-based services, monetizing an app.

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.

CSCI-A 204 Introduction to Programming (4 cr.) Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style.

CSCI-N 317 COMPUTATION FOR SCIENTIFIC APPLICATIONS (3 cr.) P: CSCI-A 201 or equivalent. A survey and illustration of popular computational software used in multiple scientific domains to support data processing and scientific research. This class focuses on teaching how to use software to efficiently process data in terms of modeling, simulating, visualizing and data-mining. Fundamental concepts related to scientific computing are introduced briefly. Lecture and lab.

CSCI-C 310 Data Structures - Python (3 cr.) P: CSCI-A 205 or CSCI-A 202 or equivalent. The focus of this course is on solving computational problems that involve manipulating collections of data. We will study a core set of data abstractions, data structures, and algorithms that provide a foundation for writing efficient programs.

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 106 or equivalent. Study of fundamental concepts, theory and practices in design and implementation of database management systems. Topics include data independence, data modeling, ER modeling, functional dependencies, normalization, relational, hierarchical, network and object oriented data models, relational algebra, relational calculus, data definition and manipulation languages, recovery, concurrency, security, and integrity of data.

Geography (GEOG)

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 310 Human Impact on Environment (3 cr.) A systematic examination of how people have altered patterns of climate, hydrology, landforms, soils and biota. Course emphasizes that understanding human impacts requires knowledge of both the sociocultural forces that drive human activity and the natural processes that determine environmental patterns.

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. Repeatable up to 6 units.

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. Repeatable up to 4 units.

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.

GEOG-G 603 Topical Seminar in Globalization, Development and Justice (3 cr.) Topics will vary to consider aspects of globalization, development and justice.

Geology (GEOL)

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 101 Introduction to Earth Science (3 cr.) Origin and classification of minerals and rocks. Gradation processes and landform evolution. Atmosphere and weather. Geologic time and earthy history. Earth resources.

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 185 Global Environmental Change (3 cr.) The scientific basis behind natural and human-based global environmental changes. Geological perspective of the formation of the earth. Human activities influencing the natural system, including population, deforestation, water usage, acid rain, ozone depletion, smog and global warming. Subsequent human reactions.

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 324 Cave and Karst Science (3-5 cr.) Introduction to speleology, with an emphasis on the identification and evaluation of chemical, physical, and hydrologic controls that result from the dissolution of bedrock, cave formation, and karst landscape development. There will be three field trips for this course with additional field trips, beyond the three being optional.

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. May be repeated.

GEOL-G 411 Invertebrate Palentology (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. May be repeated.

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 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; Darcey'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. Can be repeated with instructor's permission.

GEOL-G 435 Glacial and Quartenary 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.

Informatics (INFO)

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. Credit given for either INFO-I 201 or CSCI-C 251 (if taken at IU Southeast).

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. Credit given for only one of the following: INFO-I 210 or CSCI-C 201 (IU Southeast).

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. Cross-listed with CSCI-C 202. Credit given for only one of the following: INFO-I 211, CSCI-C 202 (IU Southeast).

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.

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. May be repeated for a maximum of 3 credit hours.

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.

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. May be repeated for a maximum of 6 credit hours.

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. Can be repeated for a maximum of 6 credit hours.

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 450 System Design (3 cr.) P: INFO-C 211 This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

INFO-C 451 System Implementation (3 cr.) This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

INFO-C 452 Project Management (3 cr.) This course 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 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-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.

Mathematics (MATH)

MATH-A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) P: None. Topics: Reading and interpreting graphs and tables, measuring central tendency and variation, scatterplots, correlation, regression, probability, and elementary combinatorics. Course uses applied examples from psychology, sociology, biology, and political science. Credit given for only one of MATH-A 118 or MATH-M 118.

MATH-K 300 Statistical Techniques for Health Professionals (3 cr.) P: Placement by exam or MATH-M 101. Course presents an introduction to statistics

and the nature of statistical data. Topics: 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. Credit not given for both ECON-E 280–E 281 and MATH-K 300.

MATH-M 101 Topics in Algebra 4 (2 cr.) P: None. Topics: Linear Models and Graphs. Linear equations, inequalities, functions, graphs, systems, problem solving, exponent rules and operations with polynomials. Prepares students for MATH-M 102 and 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. Topics: Non-Linear models and graphs, factoring, rational expressions, radicals, quadratic equations and functions, and problem solving. Prepares students for MATH-M 122; MATH-M 125; and MATH-M 126.

MATH-M 110 Excursions into Mathematics (3 cr.) P: None. 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: None. Topics: Systems of linear equations and inequalities, matrices, linear programming, set theory, permutations, combinations, simple probability including conditional probability, random variables and expected value, Markov chains, measures of central tendency and dispersion, probability distributions and normal distributions.

MATH-M 119 Brief Survey of Calculus I (3 cr.) P: Placement by exam or MATH-M 125 with a C- or better. An introduction to calculus. Topics: 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 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 119 (Brief Calculus) and MATH-M 215 (Calculus I). Topics: Algebraic operations, polynomials, functions and their graphs, conic sections, exponential and logarithmic functions. 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: None. 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. May be repeated for credit.

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, Cortesian 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 466 Introduction to Mathematical Statistics (3 cr.) Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods.

MATH-M 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. Topics: Problem Solving,

set theory, properties and operation with whole numbers and integers, and number theory. 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. Topics: Fractions, decimals, properties and operations with rational and real numbers, percents, problem solving, elementary combinatorics, probability, and statistics. Only open to elementary education majors.

MATH-T 103 Mathematics for Elementary Teachers III (3 cr.) P: MATH-T 101 with a C or better. Topics: Elementary geometry concepts, descriptions and properties of basic geometric figures, problem solving, rigid motions, elementary proofs, measurement, and symmetry. Only open to elementary education majors.

MATH-T 610 Topics in Analysis (3 cr.) This course will cover graduate-level knowledge in Analysis applications, including Real Analysis, Complex Analysis, Fourier Analysis, and other topics in Analysis.

MATH-T 620 Topics in Topology/Geometry (3 cr.) Students will develop graduate-level knowledge in essential concepts of Topology/Geometry including topics in Euclidean and non-Euclidean Geometry, Point set topology, Differential Topology, Differential Geometry, and other topics in Topology/Geometry.

MATH-T 650 Topics in Probability/Statistics (3 cr.) This course will cover graduate-level knowledge of key concepts of Probability/Statistics.

Microbiology (MICR)

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.

Physiology (PHSL)

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.

Physics (PHYS)

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. Students successfully completing PHYS-P 201 or P 221 not given credit for PHYS-P 100.

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. Credit given only for either PHYS-P 201 or PHYS-P 221 or PHYS-P 100.

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. Credit given only for either PHYS-P 202 or PHYS-P 222.

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. Credit given only for either PHYS-P 221 or PHYS-P 201 or PHYS-P 100.

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. Credit given only for either PHYS-P 222 or PHYS-P 202.

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 Schroedinger 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. Repeatable for credit.

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 intructor. Research participation under faculty supervision in project of current interest. Repeatable for credit up to 6 units,

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.

Professional Practices in Sciences

Plant Science (PLSC)

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.

Zoology (ZOOL)

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 406 Vertebrate Zoology (5 cr.) Morphology, evolution, adaptations, and general biology of the vertebrates.

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.

Applied Health Science (AHSC)

AHSC-A 420 Healthcare Finance (6 cr.) This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

AHSC-A 440 Health Care Admin and Strategic Planning (6 cr.) This course will build on concepts introduced in AHSC H-301 Health Care Delivery and Leadership. In this course students will explore issues related to management and planning in health care organizations. Management theory will be discussed as will concepts related to organizational culture, leading and motivating, planning, quality improvement, managing change, and conflict resolution. Emphasis will be placed on practical application of knowledge related to organizational planning.

AHSC-C 415 Health Assessment, Education and Promotion (6 cr.) This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

AHSC-H 301 Healthcare Delivery and Leadership (6 cr.) This is an introduction 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 Population Health, Epidemiology, and Biostatistics (6 cr.) In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population

health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

AHSC-H 370 INFORMATICS (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.

Nursing (NURS)

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-J 692 INDEPENDENT STUDY IN NURSING (3 cr.) P: MS in Nursing Students Only Individual assignments arranged.

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-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.) P: Admission to MSN in Administration program. 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-N 525 BIOETHICS AND HEALTHCARE (3 cr.) This online seminar emphasizes contemporary controversies about methodology, including the role of theory, principles, cultural systems, cases, and virtues. It seeks to give the student a background in the historical developments that led to modern bioethics as well as grounding in the major theories or methods of bioethical decision-making.

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 Care 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 3 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.

International Studies (INTL)

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 104 Colloquium in International Studies (0 cr.) A series of events for all department members to connect and network with people, ideas, issues, and events. There will be on- and off-campus activities to engage with international topics to build knowledge and community. Repeatable up to six times.

INTL-I 199 Careers for International Studies Majors (1 cr.) The major objective of the course is to offer students the opportunity to consider career opportunities with an undergraduate degree in International Studies. Some of the topics to be considered in the course include the nature and acquisition of skills with an international studies major; the resources within the international studies department, offices across campus, and in the community available to students to gain stills and learn about job prospects; and the value of and procedures for developing a career plan and attaining a job.

INTL-I 400 International Studies Capstone Seminar (3 cr.) P: INTL-I 100 and most of INTL cousework 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.

Counseling (COUN)

COUN-C 495 Individual Readings and Research (3 cr.)

COUN-C 501 Multicultural Counseling (3 cr.) This course explores multicultural issues in counseling. This course will examine ACA code of ethics regarding multicultural competence. The course will explore how cultural factors impact counseling. The cultural experiences of the counselor and the impact of those experiences on the counseling relationship will also be examined.

COUN-C 501 Multicultural Counseling (3 cr.) P: MMHC program students only This course explores multicultural issues in counseling. This course will examine ACA code of ethics regarding multicultural competence. The course will explore how cultural factors impact counseling. The cultural experiences of the counselor and the impact of those experiences on the counseling relationship will also be examined.

COUN-C 504 Counseling Theories (3 cr.) Analysis of major behavioral, psychodynamic and humanistic counseling theories. This course emphasizes didactic and experiential activities designed to model application of processes, procedures, and techniques of behavioral, psychodynamic and humanistic approaches in professional practice.

COUN-C 511 Professional Issues, Legal Skills, and Ethics (3 cr.) This course provides a critical analysis of professional issues and the ethical and legal standards in the practice of counseling. Topics such as professional code of ethics, legal restrictions, licensure and treatment efficacy research will be explored. Ethical standards and decision-making will be studied in the context of professional practice.

COUN-C 514 LIFESPAN DEVELOPMENT (3 cr.) P: MMHC program students only. This course examines theories of human development throughout the lifespan. Physical, social and emotional development of the individual are closely examined. Biological, psychological and social influences on development will be explored. Developmental implications in counseling will be examined.

COUN-C 520 RESEARCH IN COUNSELING (3 cr.) P: MMHC program students only. This course explores how research is planned and conducted in mental health counseling. Research methodology, design, and statistical procedures will be covered. Students will acquire the skills to critique, develop, and integrate mental health counseling research into their clinical decision-making process.

COUN-C 524 CLINICAL PRACTICUM (3 cr.) P: MMHC program students only. Provides clinical instruction through supervised placement while completing 100 on-site clock hours. Particular attention is given to the development of individual counseling and group skills. Students receive one hour per week of individual supervision in the clinical setting and one-and-a-half hours per week of group supervision provided by program faculty.

COUN-C 532 Introduction to Group Counseling (3 cr.) P: MMHC program students only 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. Current issues, controversies, and ethics in group counseling will be examined.

COUN-C 535 INTRODUCTION TO ADDICTIONS COUNSELING (3 cr.) P: MMHC program students only. This course is an introduction to the biological, psychological and social theories concerning the causation and maintenance of alcohol and drug addiction. Assessment and evidenced based treatments of drug and alcohol addiction will be emphasized.

COUN-C 537 PROGRAM EVALUATION (3 cr.) P: MMHC program students only This course will provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation.

COUN-C 540 PRINCIPLES OF ASSESSMENT AND PREDICTION (3 cr.) P: MMHC program students only This course will educate the student about the foundations of assessments. Students will gain a broad understanding of assessment measures, basic assessment principals and ethical issues related to assessment. Students will gain knowledge and experience in conducting assessment interviews. Diagnostic devices will also be reviewed.

COUN-C 550 INTERNSHIP IN COUNSELING (3 cr.) P: MMHC program students only This course is a field placement in Counseling. This course requires 100 hours of experience in the field of counseling. This course will focus on the development of interviewing, counseling techniques and case conceptualization skills. Experience in individual and group counseling will be gained.

COUN-C 552 CAREER COUNSELING AND DEVELOPMENT (3 cr.) P: MMHC program students only. This course evaluates theories, techniques, and information resources for enhancing vocational development across the lifespan; facilitating client problem solving and decision-making related to maintaining balance among work, family, and leisure roles. A

knowledge base concerning objective and projective methods for assessing career client interests, skills, and values will be gained.

COUN-C 563 Foundations of Mental Health Counseling (3 cr.) This course explores the foundations and contextual dimensions of mental health counseling. This course reviews the principles, practices, and applications of community needs assessment and ethics. It further examines professional issues in counseling such as administration, supervision, finance, and management of mental health counseling services.

COUN-C 567 INTRODUCTION INTO MARRIAGE AND FAMILY THERAPY (3 cr.) P: MMHC program students only This course will examine the fundamental theories of family counseling with a focus on evidence based techniques and practice. The characteristics of healthy versus unhealthy family dynamics will be explored and an understanding of how family interactions shape individual development will be gained.

COUN-C 600 Counseling Techniques: Cognitive Behavioral Interventions (3 cr.) P: MMHC program students only This course examines the theory, research and clinical application of cognitive-behavioral therapy (CBT). This course addresses the history and development of cognitive behavioral theory and techniques including assessment and intake interview processes, CBT intervention techniques, and CBT treatment of several disorders. Relevant multicultural issues will also be discussed.

COUN-C 601 COUNSELING TECHNIQUES: AFFECTIVE/HUMANISTIC INTERVENTIONS (3 cr.) P: MMHC program students only This course examines the theory, research and clinical application of affective and humanistic therapy. This course addresses the history and development of affective and humanistic theories and techniques including assessment and intake interview processes and interventions. Relevant multicultural issues will also be discussed.

COUN-C 624 Principles of Psychopathology (3 cr.) This course provides an exploration of mental and emotional disorders. Classification of these disorders will be considered via the current edition of the DSM and related ICD-10 codes. Students will be introduced to methods used in the treatment and management of mental disorders including treatment planning.

COUN-C 669 ASSESSMENT IN COUNSELING (3 cr.) P: MMHC program students only Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Intellectual and personality/interest assessment measures will be reviewed.

COUN-C 736 Child Psychopathology (3 cr.) P: MMHC program students only This course will provide an overview of abnormal child psychology. Students will examine abnormal behavior in infancy, childhood, and adolescence within the context of traditional and contemporary psychological theory. Current theory and research will be emphasized.

Anthropology (ANTH)

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 ethnographic and comparative study of contemporary and historical human society and culture. Credit given for only one of the following: ANTH-A 104, ANTH-A 304, ANTH-E 105, or ANTH-E 303.

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 Artic 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 anthropoligical 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 Mississipian--as well as the sociocultural attributes by which each is defined.

Criminal Justice (CJUS)

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. Repeatable with different topics for a maximum of 6 credit hours.

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. Repeatable up to 9 units.

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 304 Probation and Parole (3 cr.) Study of probation, parole, and community corrections as subsystems of criminal justice, including the police, courts, and prisons. Theoretical and historical developments will be considered along with current management and research issues.

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 fundament 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 444 Victimization (3 cr.) The extent and nature of victimization (generally and for specific population subgroups), the effects of crime on victims and the services available to deal with those effects, the experiences of victims in the criminal justice system, the victims' rights movement, and alternative ways of defining and responding to victimization.

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. May be repeated for a total of 9 credit hours with different topics.

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. Repeatable up to 6 units.

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. Repeatable up to 6 units.

CJUS-P 522 Conflict Management (3 cr.) This course will provide students with a fundament 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. Repeatable up to 6 units.

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.

CJUS-P 629 VICTIMIZATION (3 cr.) Covers current theory, research and measurement issues pertaining to the nature, extent, causes, and effects of criminal victimization; evaluations of programs for crime victims; and political and ideological differences among varying views of victim rights.

CJUS-P 671 COMPARATIVE JUSTICE SYSTEMS (3 cr.) Engages students in comparative issues and research to reveal political, historical, and cultural factors that have influenced criminal justice and law in the United States. Develops student abilities to conceptualize crime and law without using official legal concepts but for purposes of comparative social scientific research.

History (HIST)

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 of 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-A 396 America's Wars in Asia (3 cr.) Examination of America's wars in Asia through military history, geopolitics, imperialism, resistance, and historical memory. The course focuses on four conflicts: the Philippine-American War, Japanese-American War in the Pacific Theater during World War II, the Korean War, and the Vietnam War.

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. Repeatable up to 6 units.

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. May be repeated once for credit.

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. May be repeated once for credit.

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 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 stills 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 wards 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. May be repeated once for credit.

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 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 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 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. May be repeated once for credit.

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-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. Repeatable up to 99 units.

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. Repeatable up to 6 units.

HIST-J 495 Proseminar for History Majors (3 cr.) P: Permission of instructor. Selected topics of history.

HIST-J 496 Proseminar in History (3 cr.) Students engage in an original research project that culminates in a formal oral presentation and substantive paper on a topic determined by the instructor.

HIST-K 495 Readings in History (1-3 cr.) P: Permission of instructor. Selected topics. May be repeated up to a maximum of 6 credit hours when topics vary.

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. May be repeated once for credit, up to 6 units.

Journalism (JOUR)

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. Repeatable up to 6 credit hours.

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 205 Sophomore Seminar in Digital Media and Storytelling (3 cr.) Introduces core concepts about digital storytelling and content development using digital media platforms and tools. Course includes an overview of how digital storytelling tools can be used in journalism, public relations, entertainment, and other content-focused industries. Includes some basic hands-on projects to apply foundational digital storytelling concepts.

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 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. Course is repeatable up to 4 credit hours.

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. Repeatable up to 12 units.

Political Science (POLS)

POLS-T 385 Politics, Psychology, and Power (3 cr.) This multidisciplinary course explores the insights that psychology can offer political scientists about the study of power, as well as the insights that political science can provide concerning the power dynamics at work in the study and practice of psychology as a discipline.

POLS-T 388 Qualitative Research Methods (3 cr.) This course introduces students to qualitative methodological techniques and theories. Students will review the fundamentals of the scientific method, develop their ability to create quality research designs, and learn how to choose the most appropriate research method(s) for a given project. Methods and topics to be discussed include the case study approach, path dependence, process tracing, counterfactuals, causality, and historical analysis.

POLS-T 389 Politics and Theatre (3 cr.) Theatre provides important political spaces - public spheres - in which political questions are articulated and political struggles are acted out. This course examines the multi-faceted relationship between politics and theatre and the many political ends theatre can serve. The course explores the use of theatre as a medium of entertainment, as state propaganda, as a tool of democratic civic education, and as a mode of political resistance.

POLS-T 390 Theories of Power (3 cr.) This course explores various theories of and perspectives on the concept of power. Course readings include the works of mainstream political scientists involved in the dimensions of power debates of the 1960s-70s, modern political theorists like Machiavelli and Marx, and contemporary theorists such as Hannah Arendt and Michel Foucault. The course also explores the possibilities for resistance that exist within power structures, drawing on contemporary political struggles for examples.

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 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 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 199 Careers for Political Science Majors (3 cr.) The major objectives of this course is for students pursuing an undergraduate degree in political science to understand their career opportunities and to build a toolkit for career success. The course addresses the nature and acquisition of skills with a political science major and how to harness those for career success. Students will also learn more about their own strengths and areas targeted for growth. Students will become familiar will resources in the community and on campus to gain skills and learn about job prospects. By the end of the course, students will understand the value of and procedures for developing a career plan and attaining a job. Students will have a portfolio they can build upon as they move through their undergraduate career, which will include a LinkedIn profile, resume, and cover letter.

POLS-Y 200 Contemporary Political Problems (1-6 cr.) Topics vary from semester to semester and are listed in the Schedule of Classes. May be repeated once for credit, up to maximum of 12 units.

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 318 The American Presidency (3 cr.)

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. Repeatable for credit up to 3 units.

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 conscious 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? Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 12 units.

POLS-Y 661 AMERICAN POLITICS (3 cr.) Topic varies. Illustrative topics: the Presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics. Course is repeatable.

Psychology (PSY)

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. Repeatable for credit up to 12 units, provided different topics are studied.

PSY-G 532 Group Counseling (3 cr.) This course explores the practical and theoretical concepts of group theories, dynamics, process, and stages of group counseling and integrates interpersonal communication styles, fundamental group strategies; group facilitation along with clinical training/skills building that will prepare future group leaders. Special attention is given on the use of group therapy with addictive/ substance-related disorders. This course incorporates laboratory experiences and students are required to explore interpersonal factors as they contribute to counseling skills and techniques. Current issues, controversies, and ethics in group counseling will be examined.

PSY-G 550 INTERNSHIP IN MENTAL HEALTH COUNSELING (3 cr.) This course expands the experiential training students received in practicum. The course provides a continuing opportunity to apply theory to practice in mental health counseling under direct clinical supervision. Students will engage in a variety of professional activities performed by regularly employed counseling professionals in the setting.

PSY-G 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 307 Applied Behavioral Analysis (3 cr.) P: 6 credit hours in psychology This is an introductory course in applied behavior analysis (ABA), covering the application of basic learning principles to socially relevant human behavior. This course includes basic learning principles, the research methods and techniques of ABA, and the application of ABA across a wide range of populations, settings, and behaviors.

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 328 Evolutionary Psychology (3 cr.) This course considers the bigger picture of human existence by looking at ways that past adaptations to our environment may have helped to create our complex behavioral repertoire. From an evolutionary perspective, topics will include human ancestry, mate choice, kin selection, cooperative behavior, aggressive behavior, status hierarchies, and art. The human animal's relation to other species will be emphasized.

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 334 NEUROETHICS (3 cr.) P: 6 credit hours in Psychology. This course explores how advances in neuroscience are changing our views of what it means to be human, our understanding of responsibility and blame, and how these advances are being used. Topics include the current state of cyborgs, implications of biohacking interventions, and definitions of life and death.

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 345 Learning R for Data Analysis (3 cr.) The purpose of this course is to provide an introduction to using the R environment for data analysis. Topics covered in this course include basic fundamentals of using R, manipulating data files, descriptive and inferential analyses, and data visualizations.

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.) Discussion of the brain systems involved in cognition and perception. Particular emphasis will be placed upon understanding the anatomy and function of cerebral cortex in humans

and monkeys. Neural models of brain function will be considered.

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. Repeatable for credit up to 6 units, if topics differ.

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. May be repeated for up to 6 credit hours.

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 490 Critical Investigations in Paranormal Phenomena (3 cr.) This course will provide a hands-on laboratory experience that will be dedicated to reviewing the literature on parapsychology, evaluating the methods and findings of famous studies in the field, and conducting replication studies intended to correct methodological errors and inconclusive findings.

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. Repeatable for credit up to 6 units.

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. Repeatable for credit up to 6 units.

PSY-P 495 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. S/F grading. Repeatable for credit up to 9 units.

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 Organizational Psychology (3 cr.) Organizational Psychology involves the application of psychological principles and methods in understanding human behavior within organizations. Organizational Psychology focuses on such topics as employee motivation, employee satisfaction, counterproductive behavior, leadership, group behavior/teams, organizational communication, work stress, and organizational development. This course will incorporate both an examination of content and research in these areas, as well as the application of various techniques utilized by psychologists studying and addressing problems in these areas.

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 Additions Counseling (3 cr.) This course serves as an introduction to the field of counseling and human development services, with a special focus on addictions.

PSY-P 537 Program Evaluation (3 cr.) To provide an overview of data-based strategies for assessment, planning, implementation will be presented along with illustrative case examples: needs assessment, process evaluation, systems analysis, experimental-outcome evaluation, adversarial evaluation. Required for all M.A. in Applied Psychology students whose concentration is social/community.

PSY-P 540 Principles of 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 657 Topical Seminar (1-4 cr.)

PSY-P 690 Practicum in Clinical Psychology (1 cr.)
Community behavioral health clinical practicums.

PSY-P 736 Child Psychopathology (3 cr.)

PSY-P 324 Abnormal Psychology (3 cr.) A first course in abnormal psychology with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

Sociology (SOC)

SOC-R 318 The Self and Social Interaction (3 cr.) 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 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 162 Principles of Sociology II (3 cr.)

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 261 Research Methods in Sociology (3 cr.) The logic of scientific work in sociology; theory construction; major research designs, including experiments, sample surveys, and ethnographic field studies; methods of sampling; measurement of variables.

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. May be repeated three times for credit with a different topic, up to 9 credits.

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 phenorena 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 in the New Economy (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. May be repeated three times for credit with a different topic.

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. Repeatable up to 12 units.

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. Repeatable for credit up to 9 units with permission of instructor.

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 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 443 Development of American Social Thought (3 cr.)

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. May be repeated when topics vary for up to a maximum of 6 total hours.

SOC-S 498 Honors Thesis Seminar I (1-3 cr.) P: Consent of the instructor for SOC-S 470 required. C: SOC-S 470. To be taken in conjunction with SOC-S 470 to meet the requirements of the Sociology Honors Program. Repeatable for credit up to 12 units.

SOC-W 100 Gender Studies (3 cr.) Interdisciplinary approach to core discipline areas and to methodological and biographical tools required for research in women.

School of Public and Environmental Affairs (SPEA)

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

- *Abshire, Jean E., Ph.D. *(Indiana University, 1999),* Associate Professor of Political Science & International Studies
- Accardi, Maria T., MLS (*University of Pittsburgh, 2006),* Librarian
- Adam, Aimee S., Ph.D (*University of Alabama, 2006),* Associate Professor of Psychology
- Adams, Christine L., Ph.D (*University of Nevada, 2008),* Visiting Assistant Professor of Psychology
- Albrecht, Donna, D.Ed (*Ball State University, 2014),* Professor of Education
- *Allen, Anne E., Ph.D. *(Columbia University, 1993),* Professor of Fine Arts
- Allman, Ronald J., M.S. *(The University of Texas at Austin, 1994),* Professor of Journalism
- *Alse, Janardhanan A., Ph.D. *(University of Wisconsin Milwaukee, 1993),* Professor of Economics
- *Ambrose, Timothy, Ph.D. *(University of Wisconsin Madison, 1980),* Associate Professor of Spanish
- Arano, Kathleen G., Ph.D. *(Mississippi State University, 2004),* Professor of Economics
- Asim, Sumreen I., Ph.D (*University of North Texas, 2016)* Associate Professor of Science & Technology Education
- *Attum, Omar A., Ph.D. *(University of Louisville, 2004),* Professor of Biology
- Atwater, J. Brian, Ph.D. *(University of Georgia, 2011),* Associate Professor of Management
- *Badia, Mindy S., Ph.D. *(Indiana University, 1996),* Professor of Spanish and International Studies
- Baird, David, M.B.A. *(Northern Kentucky State College, 2010),* Senior Lecturer in Business
- *Barney, Douglas K., Ph.D. *(University of Mississippi, 1993),* Professor of Business Administration
- Baugh Molly K., Ph.D. *(University of Michigan, 2020),* Assistant Professor of Music Education and Instrumentalist
- Beard, Terri L., M.S. (*Indiana University, 1998*), Senior Lecturer in Education
- Bernedo, Kelli D., Ph.D. *(Indiana State University, 2019),* Assistant Professor of Education
- Block, Courtney M., MSLS. *(Indiana University, 2010)* Associate Librarian

- Bonacci, Kimberly M., M.S. *(Shippensburg University, 1988),* Professor in Mathematics
- Book, Lisa, M.B.A., *(Indiana University, 1999),* Lecturer in Accounting
- Bowman, Natalie C., M.F.A., *(Florida State University, 2011),* Lecturer in Theatre
- *Bradley, Mary C., Ph.D. (*Indiana University, 2007*),* Professor of Education
- Brandt, Barbara K., Ph.D. *(University of Delaware, 2013),* Associate Professor of Fine Arts
- Brewer, Neil H., M.S. *(Indiana University, 1990),* Senior Lecturer in Education
- Broughton, Tonya M., M.S.N. (*Bellarmine University, 2003),* Assistant Professor of Nursing
- Broughton-Vissing, Billie, BSN *(Indiana University, 2020),* Clinical Assistant Professor of Nursing
- Burge, Christy A., M.S. *(Strayer University, 2014),* Lecturer in Accounting
- Burks, M. Ashley, Ph.D. *(Texas A & M University, 2022),* Clinical Assistant Professor in Psychology
- *Camahalan, Faye M., Ph.D. *(University of the Philippines, 2000),* Professor of Education
- Carbonneau, Tiffany A., M.F.A. *(Ohio University, 2010),* Associate Professor of Fine Arts
- Carlton, Rebecca L., M.A. *(Ball State University, 1992),* Professor in Speech
- Chang, Sau Hou, Ph.D. (*Texas A&M University, 2007*), Professor of Education
- Choi, Yunmi, Ph.D *(University of Florida, 2015),* Assistant Professor of Strategic Communication
- *Christiansen, Linda A., J.D. *(Indiana University, 1987),* Professor of Business
- Clare, Christie M., MSN *(Indiana University, 2019),* Clinical Assistant Professor of Nursing
- *Clem, Debra K., M.F.A. *(Pennsylvania State University, 1978),* Professor of Arts and Letters
- Coker-Kolo, Efundoyin O., Ph.D *(University of South Carolina, 1993),* Professor of 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
- *Dahlgren, Donna J., Ph.D. *(Kent State University, 1992),* Professor of Psychology
- Dauer, Quinn P., Ph.D. *(Florida International University, 2012),* Associate Professor in History & International Studies
- *De, Subhranil, Ph.D. (*University of Rochester, 2003),* Assistant Professor of Physics
- Dement, Rebekah A., Ph.D. *(University of Louisville, 2016),* Lecturer in English
- *Doyle, John F., Ph.D. *(University of Colorado—Boulder, 2000),* Associate Professor of Computer Science
- Doyle, Leslie, MFA (*Univeristy of Kentucky, 2010*), Lecturer in Graphic Design
- *Dufrene, Uric B., Ph.D. *(University of Mississippi, 1992),* Professor of Business
- *Earley, Samantha M., Ph.D. *(Kent State University, 1998),* Professor of English
- *Edmonds, Kent E., Ph.D. *(University of Delaware, 1994),* Professor of Biology
- Eichhorn, Catherine M., M.B.A. *(Indiana Univeristy, 2015),* Visiting Professor in Business
- *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
- *Farrell, William J., Ph.D. *(University of Iowa, 1989),* Professor of Criminal Justice
- *Finkbine, Ronald B., Ph.D. *(New Mexico Institute of Mining and Technology, 1994),* Associate Professor of Computer Science
- Fleischer, Jan M., Ph.D. *(Yale University, 1994),* Senior Lecturer in Chemistry
- Franklin, Clint H., M.A. *(Indiana State University, 2003),* Professor in Geosciences
- *Fry, Melissa S., Ph.D. *(University of Arizona, 2011)*, Associate Professor of Sociology, Sustainability & Regeneration
- *Galvin, Peter R., Ph.D. *(Louisiana State University, 1991),* Professor of Geosciences
- *Granda, Carolyn, M.Eng. *(University of Louisville, 1994),* Lecturer in Computer Science
- Griggs, C. Bradford, Ph.D. *(University of North Carolina, 2010)*, Associate Professor of Education
- *Gritter, Elizabeth, Ph.D. *(University of North Carolina, 2010)*, Associate Professor of History
- Grote, Todd D., Ph.D. *(West Virginia University, 2006),* Associate Professor of Geosciences
- Haertel, Timothy R., B.A. *(University of Louisville, 1982)*, Senior Lecturer in Music
- *Hare, Sara, Ph.D., *(Indiana University, 2002),* Associate Professor of Sociology
- *Harper, Brian A., M.F.A., (*University of Iowa, 2005),* Associate Professor of Fine Arts
- *Harris, Kenneth J., Ph.D. *(Florida State University—Tallahassee, 2004),* 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),* Professor of Business Administration
- *Harvey, George W., Ph.D. *(University of Kentucky, 2004),* 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
- Hermann, Carla, Ph.D. *(University of Kentucky, 1997),* Professor of Nursing
- *Hettiarachchi, Suranga, Ph.D. *(University of Wyoming, 2009),* Associate Professor of Computer Science
- Hoffman, Elizabeth E., Ph.D. *(Florida State University - Tallahassee, 2009)*, Professor of Graduate Studies
- Hoffman, Holly B., MAST *(Walden University, 2018),* Lecturer of Allied Health

- *Hollenbeck, James E., Ph.D. *(University of Iowa, 2000),* Professor of Education
- Hollowell, B. Jane, M.S.N., R.N. *(Bellarmine College, 1991),* Senior Lecturer in Nursing
- Horine, Thomas L., Ph.D. (*Princeton University, 2011),* Associate Professor of Mathematics
- Hughes, Melanie E., M.L.S. *(Indiana University, 2000),* Librarian
- *Hunt, Randy E., Ph.D. *(Ohio State University, 1988),* Professor of Biology
- *Hutchins, Michael David, Ph.D. *(University of Cincinnati, 2011),* Associate Professor of German and International Studies
- *Jessie, Bernadette F., Ph.D. *(Washington State University, 2003),* Professor of Criminal Justice
- Johnson, Cathy M., Ph.D. (*University of Michigan, 2013),* Associate Professor of Education
- *Kahn, Meghan C., Ph.D. *(Bowling Green State University, 2009),* Associate Professor of Psychology
- Kara, Aycan, M.B.A. *(Florida Atlantic University, 2014)*, Associate Professor of Management
- Kempfer, Brittny A., Ph.D. (*Auburn University, 2020),* Assistant Professor of Music Educaton Vocal/Choral Music
- *Kimmer, Christopher J., Ph.D. (*Cornell University, 2010),* Assistant Professor of Informatics
- Konychev. Anton V., Ph.D. (*Indiana University, 2005),* Senior Lecturer in Physics & Mathematics
- *Kordsmeier, Gregory T., Ph.D. *(University of Wisconsin, 2011)*, Professor of Sociology
- Lach, Patrick A., Ph.D. (*Mississippi State University, 2008),* Assistant Professor of Business Finance
- *Lambert, Alysa D., Ph.D. (*State University of New York, 2006),* Professor of Business
- *Lang, W. Christopher, Ph.D. *(University of Oregon, 1986),* Professor of Mathematics
- Larson, Heather N., Ph.D., *(Indiana University Purdue Univeristy, 2007),* Senior Lecturer in Chemistry
- Lathem, Jennifer L., M.A. *(Indiana State University, 2008)*, Senior Lecturer in Geosciences
- Light, Cynthia, M.A. (*Western Kentucky University, 1988),* Professor in Mathematics
- Lipinski, Robert A., Ph.D. *(Lehigh University, 2011)*, Lecturer of Psychology
- Maher, Steffany, Ph.D. *(Western Michigan University, 2018),* Assistant Professor of Education
- Maksl, Adam M., M.A. *(Missouri University, 2012)*, Professor of Journalism
- *Manson, Todd M., Ph.D. (*University of South Florida, 2004),* Associate Professor of Psychology
- Manwani, Ghansham M., M.S. *(University of Louisville, 1993),* Senior Lecturer in Computer Science
- Mattingly, Julia A., DNP, *(Loyola University of Chicago, 2014),* Associate Professor of Nursing
- McMahan, Janice S., M.S.N., *(Spalding University, 1991),* Clinical Professor of Nursing
- *Medina, Veronica E., Ph.D. *(University of Missouri, 2012)*, Associate Professor of Sociology, Sustainability & Regeneration
- *Meixner , Rebekkah J., M.F.A. *(University of Louisville, 2005),* Professor of Theatre
- Mensah, Enoch A., Ph.D. *(University of Iowa, 2011),* Associate Professor of Chemistry
- Miller, Phillip E., M.A. *(University of Kentucky, 1993),* Teaching Professor in Mathematics
- Morgan, Margot, Ph.D. *(Rutgers University, 2010),* Associate Professor in Political Science
- *Morgan, Robin K., Ph.D. *(Auburn University, 1988),* Professor of Psychology
- Mukhopadhyay, Suparna, Ph.D. *(University of Louisville, 2010),* Lecturer in Biology
- O'Neal, J. Thomas, M.A. *(Eastern Michigan University, 1987),* Senior Lecturer in Arts & Letters
- Ortiz, Jennifer M., Ph.D. *(Cuny Graduate Division, 2015),* Associate Professor of Criminology & Criminal Justice
- Overstreet, Suzanne M., Ph.D. (*University of Louisville, 2022),* Visiting Assistant Professor of Criminology & Criminal Justice
- *Patterson-Randles, Sandra R., Ph.D. *(University of Kentucky, 1982),* Professor of English
- *Perry, Jeffrey, Ph.D. *(Kent State University, 2008)*, Associate Professor of English
- Phipps, Gregory, M.A. *(University of Louisville, 1986),* Senior Lecturer in Sociology
- *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
- Popham, Susan, Ph.D. *(University of Louisville, 2002),* Associate Professor of English
- Proctor II, Christopher L., MLS *(Indiana University 2017),* Assistant Librarian
- *Ramachandran, Sridar, Ph.D. (*Wright State University, 2006),* Professor of Informatics
- Ramsey, Jason A., A.M. *(University of Illinois—Urbana, 2003),* Senior Lecturer in Speech
- Reed, Donna L., EDD *(East Tennessee University, 1996),* Assistant Professory in Education Leadership
- Reisz, Elizabeth M., M.B.A. *(Yale University, 2011),* Lecturer in Finance
- Rennie, Robert W., Ph.D. *(University of Tennessee, 2017),* Assistant Professor of History & International Studies
- Riddle, Molly A., Ph.D. *(Indiana University, 2019),* Assitant Professor in Education - Mathematics
- Riehm, Rose S., M.A. *(University of Louisville, 1973),* Lecturer in Mathematics
- Robinson, April E., M.S. *(Indiana University, 2000),* Lecturer in Mathematics
- Ross, John, Ph.D. *(New Mexico State University, 2017)* Associate Professor of Business Management
- Rueschhoff, Elizabeth D., Ph.D. *(North Carolina State University, 2011),* Associate Professor of Biology
- Russell, Diane M., Ph.D. *(University of Louisville, 1997),* Professor in English
- Russell, Lisa M., Ph.D. *(University of North Texas, 2011),* Associate Professor in Business Management
- Sampson, Kagna O., Ph.D. *(University of Louisville, 2012),* Senior Lecturer in Chemistry

- *Schansberg, D. Eric, Ph.D. *(Texas A&M University, 1991),* Professor of Economics
- Schuur Sousa, Alexandra N.N., Ph.D. *(Texas A&M University, 2019),* Assistant Professor of Communcation Studies
- Scott, Mitchell., MLS. *(University of Kentucky,2009),* Assistant Librarian
- Scott, Valerie B., Ph.D. *(University of Montreal, 1997),*Teaching Professor in Psychology
- Sehlinger, Sarah., Ph.D. (*Bellarmine College, 2017),* Assistant Professor of Special Education
- *Setterdahl, Aaron L., Ph.D. (*Texas Tech University, 2001),* Professor of Chemistry
- Sexton, Christopher W., M.S. *(University of New Hampshire, 2012),* Visiting Lecturer in Computer Science
- Shah, Nidhi J., Ph.D. *(University of Louisville, 2015),* Visiting Assistant Professor of Chemistry
- Sheehan, Emily M., M.F.A. *(Minneapolis College of Art and Design, 2011),* Associate Professor of Fine Arts
- *Shen, Yu, Ph.D. *(University of Illinois—Urbana, 1995),* Professor of History & International Studies
- Singleton, Jacquelyn J., Ph.D. *(University of Louisville, 2013),* Associate Professor of Education
- Sizemore, Brittany A., Ph.D. *(Bowling Green University, 2021),* Assistant Professor of Neuroscience & Psychology
- *Srinivasan, Arun K., Ph.D. *(University of Kentucky, 2004),* Professor of Economics
- Stallard, Donna L., M.F.A. *(University of Dallas, 1994),* Professor of Fine Arts
- Starjayapandian, Rachel P., Ed.D. *(University of Cincinnati, 2005),* Associate Professor of Education
- *Stem, Erich H., D.M. *(University of Maryland, 2003),* Associate Professor of Music
- Stengel, Teresa K., M.S.N. *(Indiana Univeristy, 2021),* Assistant Professor in Nursing
- *Sung, Chang Oan B., Ph.D. *(University of Wyoming, 2004),* Associate Professor of Computer Science
- Tajdini, Saeed, Ph.D. *(The University of Texas, 2017),* Associate Professor of Marketing
- 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
- Teater, Jennifer L., Ed.D. *(Spalding University, 2021),* Assistant Professor of Nursing
- Thomas, Ashley Marie, Ph.D. *(University of Mississippi, 2020),* Assistant Professor of Marketing
- *Treves, David B., Ph.D. *(University of Michigan, 1998),* Professor of Biology
- Vernia, Mildred A., M.B.A. *(Bellarmine College, 1989),* Professor in Mathematics
- Viner, V. Leigh, Ph.D. *(Duquesne University, 2002),* Associate Professor in Philosophy
- Voigt, Tamara O., M.A. *(Western Kentucky University, 2005),* Professor of Practice in Strategic Communication
- *Waingeh, Victor F., Ph.D. (*University of North Dakota, 2006*), Associate Professor of Chemistry

- *Walsh, Sara M., Ph.D. (*Indiana University, 2011),* Associate Professor of Criminal Justice
- Watson, Carolyn F., Ph.D. *(University of Alabama, 2011),* Associate Professor of Marketing
- Wells, Jeremy D., Ph.D. *(University of Michigan, 2000),* Associate Professor of English
- *Wert, Joseph L., Ph.D. *(University of Cincinnati, 1998),* Professor of Political Science
- Wieck, Michael R., DBA. *(Missouri Univeristy, 2021),* Assistant Professor of Accounting
- *Williams, Paige N., Ph.D. *(Purdue University, 1998),* Clinical Assistant Professor of Mental Health Counseling
- Williams, Rosalind S., DNP *(Indiana University-Purdue University Indianapolis, 2021),* Assistant Professor of Nursing
- *Woodward, Lucinda E., Ph.D. (*University of Louisville, 2009),* Associate Professor of Psychology, Sustainability & Regeneration
- *Wrzenski, Rhonda L., Ph.D. *(Louisiana State University, 2010),* Associate Professor of Political Science
- *Wyandotte, Annette M., Ph.D. *(Ball State University, 1991),* Professor of English
- Yeoh, Kok C., Ph.D. *(Texas Tech Univeristy, 2002),* Associate Professor of Fine Arts
- Zhang, Yang., Ph.D. *(University of Texas, 2021),* Assistant Professor of Management and HR
- Ziady, Kate B.M., MLS *(Indiana Univeristy, 2009),* Associate Librarian
- Zimmerman, Michele R., Ph.D. *(University of Louisville, 2001),* Professor in Biology
- Zink, Amy E., M.A. *(Miami University—Oxford, 1992),* Professor in Spanish
- Zollman, Alan, Ph.D. *(Indiana University, 1986)* Professor of Education

Adjunct Faculty

- Alberts, Katherine, M.A. (*University of Kentucky, 2012*), Adjunct Lecturer in Music
- Appleton, Sarah A., Ph.D. *(University of Connecticut, 1995),* Adjunct Lecturer in English
- Armitage, George, Ph.D. (University of Toledo, 2018), Adjunct Lecturer in Mental Health Counseling
- Asher, Phillip G., M.A. *(Indiana University, 1973),* Adjunct Lecturer in Geosciences
- Banks, Justin P., M.S. *(Southern New Hampshire University, 2019),* Adjunct Lecturer in Business
- Bean, Melissa, B.A. *(Union University, 1996),* Adjunct Lecturer in Fine Arts
- Belmonte-Olmos, Marisela, B.A. *(East Central Oklahoma State University, 2014)* Adjunct Lecturer in Spanish
- Biton, Danielle, Ph.D. *(University of Louisville, 2011),* Adjunct Lecturer in French
- Blair, Perry Lamont, M.Ed. *(Lindsey Wilson College, 2012),* Adjunct Lecturer in Psychology
- Blevins, Brett J., M.A. (*Western Michigan University, 2021*), Adjunct Lecturer in English
- Bohannon, Helen J., B.S. *(Indiana University, 1982),* Adjunct Lecturer in Lifelong Learning, Arts Institute

- Bonifer, Derek J., M.B.A. (*Depaul University, 2006*), Adjunct Lecturer in Business
- Book, Kelly R., M.S.Ed. (*Indiana University, 2020*), Adjunct Lecturer in Geosciences
- Booker, Christina, M.M. (*University of Louisville, 2022*), Adjunct Lecturer in Music
- Bowen, R. B., M.A. (*Brown University, 1965*), Adjunct Lecturer in Business
- Bowman, John S., M.A. (*Texas A&M University, 2001*), Adjunct Lecturer in English
- Brewer, Brian A., M.S.Ed. (*Indiana University, 1986*), Adjunct Lecturer in Education
- Brian, Eric, Ph.D. (University of Louisville, 2011), Adjunct Lecturer in Psychology
- Briggs, Richard, M.A. (*Wayne State University, 2018*), Adjunct Lecturer in Philosophy
- Brown, Christine A., D.M. (*Indiana University, 2000*), Adjunct Lecturer in Music
- Burke, Tammy M., M.F.A. (*University of Louisville, 2019*), Adjunct Lecturer in Fine Art
- Caffee, Bradley J., M.A. (*University of Louisville, 2003*), Adjunct Lecturer in History
- Carpenter, Derek A., M.A. (*University of Louisville, 2016*), Adjunct Lecturer in Philosophy
- Coffman, Abigail, M.S.Ed. (*Indiana University, 2002*), Adjunct Lecturer in Education
- Cox, Jeffrey D., M.S. (*Indiana Wesleyan University, 2001*), Adjunct Lecturer in English
- Coyle, Christopher J., M.PS (*George Washington University, 2014*), Adjunct Lecturer in Political Science
- Crase, Emily M., B.S.N. (*Indiana University, 2019*), Adjunct Lecturer in Nursing
- Culbertson, Melanie R., M.F.A. (*Indiana University, 1999*), Adjunct Lecturer in English
- Cunningham, Shanda, M.Ed. (*University of Louisville, 2015*), Adjunct Lecturer in Education
- Curtin, John-Robert, Ph.D. (*University of Louisville, 2016*), Adjunct Lecturer in Business and Criminology & Criminal Justice
- Dailey, Magdalena M., M.D. (*University of Gdansk, 2010*), Adjunct Lecturer in Chemistry
- Daily, Donna E., M.S. (*Indiana University, 1999*), Adjunct Lecturer in Education
- Dalton, Sharon A., M.Ed. (*Indiana University, 1986*), Adjunct Lecturer in Education
- D'Angelo, Traci J., B.S.N. (*Indiana University, 2000*), Adjunct Lecturer in Nursing
- Day, Michael, Psy.D., (Spalding University, 2007), Adjunct Lecturer in Psychology
- DeHoff, Mary E., Ph.D. (*University of Kentucky, 2002*), Adjunct Lecturer in Allied Health
- Deprez, Philippe O.M.J., M.S. (*K.U. Leuven, 2010*), Adjunct Lecturer in Business
- Dorman, Colin S., M.M. (*University of Louisville, 2010*), Adjunct Lecturer in Music
- Dorman, Jessica L., M.M. (*University of Alabama, 2005*), Adjunct Lecturer in Music
- Downing, Tiffany B., B.S.N. (*Indiana University, 2019*), Adjunct Lecturer in Nursing
- Downs, Lauren K., M.A. (*Indiana University, 2022*), Adjunct Lecturer in English
- Duncan, Brittany N., B.S.N. (*Indiana University, 2015*), Adjunct Lecturer in Nursing
- Dunn, Jennifer L., M.S. (*University of Louisville, 2014*), Adjunct Lecturer in Education
- Edmonds, Allison R., M.S. (*Indiana University, 2000*), Adjunct Lecturer in Allied Health Sciences
- Edrington, Brittany N., M.S.Ed. (*Indiana University, 2019*), Adjunct Lecturer in Education
- Faulkenburg, Marilyn J., E.D.D. (*Spalding University, 2003*), Adjunct Lecturer in Business
- Fedorschak, Lalana, M.F.A. (*Ohio University, 2021*), Adjunct Lecturer in Ceramics
- Fontenot, Adrienne E. M.M. (*University of Louisville, 2005*), Adjunct Lecturer in Music
- Foster, Cody J., Ph.D. (*University of Kentucky, 2021*), Adjunct Lecturer in History
- Fugit, Kenya L., M.S. (*Indiana University, 2000*), Adjunct Lecturer in Allied Health
- Fuller, Roy D., M.Div. (*Southern Baptist Theological Seminary, 1987*), Adjunct Lecturer in Philosophy
- Gannon, Teresa G., Ph.D (*University of Kentucky, 1997*), Adjunct Lecturer in Allied Health
- Gladstone, Charles M., D.C. (*National College of Chiropractic, 2011*), Adjunct Lecturer in Chemistry
- Gonzalez-Diaz, Orlando J., M.S.C. (*University of Cincinnati, 2011*), Adjunct Lecturer in Physics
- Green, Nikki, M.S.Ed. (Indiana University Southeast, 2013), Adjunct Lecturer in Social Sciences
- Greenwell, Linda B., M.Ed. (*University of Louisville, 2012*), Adjunct Lecturer in Psychology
- Griffin, Robert S., Ph.D. (*Indiana State University, 2014*), Adjunct Lecturer in Education
- Gross III, Louis E., M.M. (*Boston University, 1977*), Adjunct Lecturer in Music
- Gwin, Robert Y., J.D. (*University of Kentucky, 1981*), Adjunct Lecturer in Music
- Hagan, Michael P., Ph.D. (*University of Louisville, 2010*), Adjunct Lecturer in Philosophy
- Hall, Tia C., M.S.Ed. (*Indiana University, 2014*), Adjunct Lecturer in Education
- Hamilton, Janet E., D.M.U.S. (*Indiana University, 1991*), Adjunct Lecturer in Lifelong Learning, Arts Institute
- Hammond, Tiffany S., M.S. (*University of Louisville, 2006*), Adjunct Lecturer in Health, Physical Education and Recreation
- Hansen, Dominique M., Ph.D. (*James Cook University, 2014*), Adjunct Lecturer in Biology
- Hartlage, Kimberly C., Ph.D. (*Indiana State University, 2014*), Adjunct Lecturer in Education
- Heffley, Donna L., M.S.N. (*University of Louisville, 2011*), Adjunct Lecturer in Nursing
- Henderson, Naomi R., M.S. (*Indiana University, 2010*), Adjunct Lecturer in Lifelong Learning, Arts Institute
- Herndon, Amber D., M.S. (*Purdue University, 2016*), Adjunct Lecturer in Communication
- Hilgeman, Sherri L., Ph.D. (*Indiana University, 1992*), Adjunct Lecturer in Anthropology
- Holder, April F., M.S.E. (*Indiana University, 2010*), Adjunct Lecturer in Education
- Holwerda, Pamela L., M.B.A. (*Bellarmine College, 2019*), Adjunct Lecturer in Business

- Hoover II, David P., M.S. *(Bellarmine College, 2010),* Adjunct Lecturer in Allied Health and Health Information Management
- Hott, Glenda K, M.S., *(Eastern Kentucky University, 1976),* Adjunct Lecturer in Education
- Houpt, Deborah J., Ph.D. *(University of Louisville, 2011),* Adjunct Lecturer in Chemistry
- Houser, Cecelia K., Ed.D. *(Illinois State University, 1982),* Adjunct Lecturer in Business
- Howard, Cristiane C., M.A., *(Pontificia Universidade Católica, 2009),* Adjunct Lecturer in Education
- Ibrahim, Tamara, M.S., *(Baghdad University, 1998),* Adjunct Lecturer in Biology
- Jackson, Kristine N., B.S.N. *(Indiana University, 1999),* Adjunct Lecturer in Nursing
- Jamner, Jeffrey M., D.M. *(Manhattan School of Music, 1999),* Adjunct Lecturer in Music
- Jamner, Margaret, M.A. *(University of Louisville, 1988),* Adjunct Lecturer in Music
- Jensen Jr, Louis S., Ph.D. *(Indiana State University, 2014),* Adjunct Lecturer in Education
- Johanningsmeier, Jennifer, M.A. *(Bellarmine University, 2011),* Adjunct Lecturer in Music
- Kesling, Shawn A., M.S. *(Indiana University, 2022),* Adjunct Lecturer in Criminal Justice
- Kilpatrick, Jennifer N., B.S.N. *(University of Louisville, 2012),* Adjunct Lecturer in Nursing
- Kitzmiller, Patricia A., M.S. *(Indiana University, 1992),* Adjunct Lecturer in Education
- Klein, Ervin, J.D. *(University of Louisville, 1975),* Adjunct Lecturer in Business
- Klein, Raymond A., M.S. *(University of Louisville, 2005),* Adjunct Lecturer in Business
- Knight, Tyson W., M.S. *(IUPUI, 2010),* Adjunct Lecturer in Music
- Kochenrath, Susan L., M.B.A. *(University of Louisville, 1997),* Adjunct Lecturer in Business
- Kornberg, Joshua A., M.S. *(Spalding University, 2015),* Adjunct Lecturer in Business
- Korte, Linda, M.A. *(University of Louisville, 2003),* Adjunct Lecturer in Education
- LaFollette, Kimberly M., Psy.D. *(Spalding University, 2005),* Adjunct Lecturer in Psychology
- Lanoue, Kyle D., Ph.D. *(Indiana State University, 2012),* Adjunct Lecturer in Education
- Leist, Jenny L., B.E.D. *(Indiana University, 1993),* Adjunct Lecturer in Education
- Leslie, Katie F., Ph.D. *(University of Louisville, 2015),* Adjunct Lecturer in Allied Health
- Lilly, Jonna J., M.A. *(Indiana University, 1988),* Adjunct Lecturer in General Studies
- Lindsey, Amy J., MSSW (*University of Louisville, 2001),* Adjunct Lecturer in Psychology
- Loughran, Sandra B., Ph.D. *(Fordham University, 1998),* Adjunct Lecturer in Education
- Loutfi, Nada M., D.E.A. *(Conservatoire Nationale De Mus, 1984)* Adjunct Lecturer in Lifelong Learning, Arts Institute
- Luckett, Amanda M., M.A.E. *(Eastern Kentucky University, 2016),* Adjunct Lecturer in Zumba
- Machado, Caroline, Ph.D. (*University of Kentucky, 2004),* Adjunct Lecturer in Biology
- Magness, Kristen A., Ph.D. (*University of Louisville, 2012),* Adjunct Lecturer in Chemistry
- Mansfield, Amy, Ph.D. *(Texas A&M University, 2013),* Adjunct Lecturer in English
- Martens, Jennifer R., M.A. *(University of Louisville, 2011),* Adjunct Lecturer in English
- Mason, Jennifer N., M.S.O.L.S. *(Indiana University, 2018),* Adjunct Lecturer in English
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