

# Indiana University South Bend

## Indiana University South Bend

Indiana University South Bend (IU South Bend) offers leading-edge instructional programs and outstanding technological facilities, laboratories, and lecture halls. With over 300 full-time faculty, IU South Bend is proud of its teaching record and works to improve its teaching with ongoing assessment and professional development. IU South Bend develops new academic programs and new strengths in interdisciplinary inquiry, linking disciplines and students with professions that advance research, professional service, and learning.

The campus of IU South Bend borders the St. Joseph River and, like the river, IU South Bend is a focal point for the region. Nearly a dozen north central Indiana and southwestern Michigan counties within a 50-mile radius look to the campus for academic and professional programs and for community services. Academic partnerships are in place with Ivy Tech Community College and other area community colleges to ensure smooth transitions between the two-year institutions and IU South Bend.

IU South Bend is accredited by the Higher Learning Commission. Individual schools and academic programs are also accredited (see accreditation page).

IU South Bend has over 28,000 alumni and an active alumni relations program to serve IU South Bend's growing campus. Two-thirds of the alumni live and work in the Michiana area. The rest find their homes in all fifty states and in far-flung places such as Australia, India, Indonesia, Kenya, Malaysia, Rwanda, Singapore, and Thailand.

### Mission Statement

IU South Bend is the comprehensive undergraduate and postgraduate campus that serves north central Indiana and is a regional campus of Indiana University. The campus values excellence in teaching, student-faculty interaction, research and creative activity, diversity and inclusivity, a global perspective, and collaboration in life-long learning. IU South Bend develops engaged citizens prepared to build strong communities.

Approved by the IU Board of Trustees | February 2010

### Index

- Administrative Leadership
- General Information
- Student Affairs and Enrollment Management
- Services for Students
- Degrees Offered at IU South Bend
- Schools and Colleges at IU South Bend
- General Education Curriculum
- Center for Distance Education
- Purdue University College of Technology
- Reserve Officers' Training Corps
- Faculty and Staff Listings

## Administrative Leadership | Index

### Indiana University Administrative Leadership

#### Indiana University Administrative Leadership Indiana University South Bend Leadership

- Chancellor
- Academic Affairs
- Administrative and Fiscal Affairs
- Public Affairs and University Advancement
- Student Affairs and Enrollment Management
- University Information Technology Services

## Administrative Leadership | Indiana University

### Administrative Leadership | Indiana University

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- **Una Mae Reck, Ed.D.**, Chancellor of Indiana University South Bend
- **Vicky L. Carwein, Ph.D.**, Chancellor of Indiana University–Purdue University Fort Wayne

## Administrative Leadership | IU South Bend

- **Susan Lee, J.D.**, Director, Affirmative Action and Campus Diversity
- **Vicki Bloom, M.S.L.S.**, Dean, Library Services, Franklin D. Schurz Library
- **Linda Chen, Ph.D.**, Interim Associate Vice Chancellor for Academic Affairs
- **Michelle Bakerson, Ph.D.**, Interim Assistant Vice Chancellor for Academic Affairs
- **Marvin V. Curtis, Ed.D.**, Dean, Ernestine M. Raclin School of the Arts
- **Robert H. Ducoffe, Ph.D.**, Dean, Judd Leighton School of Business and Economics
- **Marvin Lynn, Ph.D.**, Dean, School of Education
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- **Elizabeth E. Dunn, Ph.D.**, Dean, College of Liberal Arts and Sciences
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- **Carol Massat, Ph.D.**, Director, Master of Social Work Program
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- **Biniam Tesfamariam, Ph.D.**, Institutional Research and Effectiveness Officer
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- **Kathleen Pizaña, B.B.A.**, Director, Accounting Services
- **Michael A. Prater, B.S.**, Director, Facilities Management
- **Gary Browning, B.G.S.**, Director, Web Services
- **Bruce Bryner, B.G.S.**, Lead Security Analyst
- **Beverly J. Church**, Senior Director, User Support and Information Technologies Communications
- **Phillip M. Mikulak, B.A., B.S.**, Director, Systems Support
- **James Yocom, B.A.S.**, Director, Instructional Media Services
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- **Jeanie Metzger, B.S.**, Director, Alumni Affairs
- **Cathy M. Buckman, M.S.**, Assistant Vice Chancellor, Enrollment Services; and Interim Director, Financial Aid
- **Scott D. Strittmatter**, Director, Student Life
- **Gary S. Demski, M.S.**, Executive Director, Athletics and Activities
- **Rick C. Dennie, M.P.A.**, Director, Student Support

- **James J. Hasse, Ph.D.**, Director, Disabled Student Services
- **James R. Hurst, Ph.D.**, Director, Student Counseling Center
- Director, Career Services
- **Jeff M. Johnston, M.P.A.**, Registrar
- Director, Housing and Residence Life
- **Constance O. Peterson-Miller, M.L.S.**, Director, Admissions and International Student Services
- Director, Judicial Affairs
- **Karen L. White, M.S.**, Associate Vice Chancellor, Student Services

## IU South Bend Campus Bulletin 2013-2014 | Index

### IU South Bend Campus Bulletin 2013-2014

While every effort is made to provide accurate and current information within this IU South Bend Bulletin, IU South Bend reserves the right to change, without notice, statements in this publication concerning rules, policies, fees, curricula, courses, or other matters. It is your responsibility to schedule regular meetings with your academic advisor and to be knowledgeable about university requirements, academic regulations, and calendar deadlines specified in the IU South Bend Bulletin, Schedule of Classes, and academic program publications.

### [IU South Bend](#)

- The University that Educates Michiana
- Introduction to Indiana University | Campuses
- General Information
- Mission Statement
- Core Values and Campus Priorities
- Commitments
- Excellence in Academic Programs | Distinctiveness in Degree Offerings | Distinctiveness in Faculty-Student Collaboration | Distinctiveness in Enhancing Diversity and a Global Perspective
- Affirmative Action and Campus Diversity

## Indiana University

### Introduction to Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 1,189 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 5,000 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves nearly 120,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

Indiana University is accredited by The Higher Learning Commission, (312) 263-0456, and a member of the North Central Association.

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### Indiana University Campuses

- [Indiana University Bloomington](#)
- [Indiana University-Purdue University Indianapolis](#)
- [Indiana University East](#)
- [Indiana University-Purdue University Fort Wayne](#)
- [Indiana University Kokomo](#)
- [Indiana University Northwest \(Gary\)](#)
- [Indiana University South Bend](#)
- [Indiana University Southeast \(New Albany\)](#)

## General Information

### General Information

As the comprehensive undergraduate and graduate regional campus of Indiana University in north central Indiana, IU South Bend is committed to the creation, dissemination, preservation, and application of knowledge. The campus is committed to excellence in teaching, learning, research, and creative activity; to strong liberal arts and sciences programs and professional disciplines; to acclaimed programs such as those in the arts and nursing/health professions; and to diversity, civic engagement, and a global perspective. IU South Bend supports student learning, access, and success for a diverse residential and nonresidential student body that includes underrepresented and international students. The campus fosters student-faculty collaboration in research and learning. Committed to the economic development of its region and state, IU South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource

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### The University that Educates Michiana

Indiana University South Bend (IU South Bend) offers leading-edge instructional programs and outstanding technological facilities, laboratories, and lecture halls. With over 300 full-time faculty, IU South Bend is proud of its teaching record and works to improve its teaching with ongoing assessment and professional development. IU South Bend develops new academic programs and new strengths in interdisciplinary inquiry, linking disciplines and students with professions that advance research, professional service, and learning.

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states and in far-flung places such as Australia, India, Indonesia, Kenya, Malaysia, Rwanda, Singapore, and Thailand.

## Core Values and Campus Priorities

### Core Values and Campus Priorities

#### Priorities for Collegiate Attainment

- Foster student learning, access, and success
- Encourage and maintain academic excellence
- Enhance and expand partnerships with the community
- Heighten the recognition of IU South Bend's resources and achievements beyond the campus

#### Priorities for Societal Engagement

- Enhance diversity in the curriculum, classroom, and campus
- Reflect and expand a global perspective

## Excellence in Academic Programs

### Excellence in Academic Programs

#### Distinctiveness in Degree Offerings

Since its founding, IU South Bend has provided strong programs in the liberal arts and sciences complemented by professional education responsive to community needs. IU South Bend trains the majority of the region's teachers and many of its civic and business leaders. The Ernestine M. Raclin School of the Arts is home to acclaimed programs in music, sculpture, and the fine and performing arts that attract world-class faculty and talented students. The combination of cutting-edge clinical facilities, faculty preparation, and unique curricular offerings at IU South Bend offers opportunities for students of nursing and the health professions from across the state to access a distinct educational experience.

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#### Distinctiveness in Faculty-Student Collaboration

Because of its student-to-faculty ratio (15:1) and small class size, IU South Bend is uniquely able to provide active and collaborative partnerships between students and faculty in the classroom, in the laboratory, and in the field.

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#### Distinctiveness in Enhancing Diversity and a Global Perspective

A growing population of underrepresented and international students, supported by a wide array of programs, provides an important dimension to a campus community committed to understanding diversity and world cultures.

## Affirmative Action and Campus Diversity

### Affirmative Action and Campus Diversity

**Susan Lee, J.D. | Director**  
**Administration Building 247A | (574) 520-4384 or (574) 520-4524 | [aaoffice.iusb.edu](mailto:aaoffice.iusb.edu)**

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#### About Affirmative Action and Campus Diversity

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as

a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provides services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and veterans.

Indiana University prohibits harassment on any of the above protected basis including racial harassment, sexual harassment and sexual assault.

**For more information or to file a complaint, you may contact the [Office of Affirmative Action and Campus Diversity](#) which has been designated to address these concerns.**

Other offices that can assist you include the [Office of Judicial Affairs](#), 574-520-5524 or 877-462-4872 Extension 5524, Room 115A Administration Building and [Human Resources](#), 574-520-4398, Administration Building Room 223A.

### **Indiana University Policy Against Sexual Harassment**

Harassment on the basis of sex is a violation of federal and state law. Indiana University does not tolerate sexual harassment of its faculty, staff, or students. Individuals who believe they are victims of sexual harassment, as well as those who believe they have observed sexual harassment, are strongly urged to report such incidents promptly. Indiana University will investigate every sexual harassment complaint in a timely manner and, when there is a finding of sexual harassment, take corrective action to stop the harassment and prevent the misconduct from recurring. The severity of the corrective action, up to and including discharge or expulsion of the offender, will depend on the circumstances of the particular case.

Once a person in a position of authority at Indiana University has knowledge, or should have had knowledge, of conduct constituting sexual harassment, the University could be exposed to liability. Therefore, any administrator, supervisor, manager or faculty member who is aware of sexual harassment and condones it, by action or inaction, is subject to disciplinary action.

#### **A. Definitions**

Following federal guidelines, Indiana University defines sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement;
- submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work or

academic performance or creating an intimidating, hostile, or offensive working or learning environment.

#### **B. Application**

This University policy is designed to protect all members of the University community. It applies to relationships among peers as well as to superior/subordinate relationships. It also applies to all individuals, regardless of their gender or sexual orientation.

#### **C. Provisions**

- Faculty, staff, and students have the right to raise the issue of sexual harassment. Further harassment against complainants or retaliation against complainants or others who participate in the investigation of a complaint will not be tolerated. Appropriate and prompt disciplinary or remedial action will be taken against persons found to be engaging in such further harassment.
- The University will deal with reports of sexual harassment in a fair and thorough manner, which includes protecting, to the extent possible and to the extent permitted by law, the privacy and reputational interests of the accusing and accused parties.
- Education is the best tool for the prevention and elimination of sexual harassment. Each dean, director, department chair, and/or administrative officer is responsible within his/her area of jurisdiction for the implementation of this policy, including its dissemination and explanation.
- It is the obligation and shared responsibility of all members of the University community to adhere to this policy.

#### **D. Enforcement Principles**

Enforcement and implementation of this sexual harassment policy will observe the following principles:

- Each campus must have procedures—consistent with notions of due process—for implementing this policy including where complaints are made, who investigates complaints, how complaints are resolved, what procedures are available for appeals, and how records are kept.
- The Campus Affirmative Action Officer shall serve as a resource with regard to interpretation of sexual harassment guidelines.
- Confidentiality of information relating to investigations of complaints of sexual harassment shall be maintained to the extent practical and appropriate under the circumstances and to the extent permitted by law. Individuals charged with implementing this policy shall share information with regard to given incidents of sexual harassment only with those who have a "need to know" in order to implement this policy.
- Investigations must be conducted promptly and thoroughly.
- Whether particular actions constitute sexual harassment will be determined from the facts, on a case-by-case basis. The university will look at the record as a whole, as well as the context in which the alleged misconduct occurred.
- Both the charging party and the respondent will be notified of the outcome of the investigation.

- In the event it is found that sexual harassment has occurred, corrective action, up to and including discharge or expulsion of the offender, will be taken through the appropriate channels of the university. The corrective action will reflect the severity and persistence of the harassment, as well as the effectiveness of any previous remedial action. In addition, the university will make follow-up inquiries to ensure the harassment has not resumed and the complainant has not suffered retaliation.

## Accreditation

### Accreditation

[IU South Bend](#) is accredited for its undergraduate and graduate programs by the **Higher Learning Commission** and is a member of the North Central Association (NCA), 230 S. LaSalle Street, Suite 7-500, Chicago, Illinois 60604, (800) 621-7440.

The Higher Learning Commission is a voluntary certification agency made up of member institutions in 19 states. Its credentials are accepted on an equal basis by similar agencies in other parts of the United States and in foreign countries.

The following academic programs are additionally accredited by national agencies and organizations pertinent to their respective disciplines:

#### [School of Business and Economics](#)

The School of Business and Economics is accredited by **AACSB International—The Association to Advance Collegiate Schools of Business**, 777 S. Harbour Island Boulevard, Suite 750, Tampa, Florida 33602-5730, (813) 769-6500.

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

The School of Education is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**, 2010 Massachusetts Avenue N.W., Suite 500, Washington, D.C. 20036-1018, (202) 466-7496. The Indiana Department of Education has approved all IU South Bend teacher education programs.

The Counseling and Human Services programs are accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. 1001 North Fairfax Street, Suite 510. Alexandria, VA 22314 (704) 535 5990.

#### [College of Health Sciences](#)

**Dental Hygiene Program** | The IU South Bend Dental Hygiene program is accredited by the **American Dental Association Commission on Dental Accreditation (CODA)**, 211 E. Chicago Avenue, Chicago, Illinois 60611-2678, (312) 440-2500.

**School of Nursing** | The baccalaureate and master's programs at Indiana University South Bend are accredited by the **Commission on Collegiate Nursing Education**, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. The Commission on Collegiate Nursing Education, a national agency for the accreditation of baccalaureate and graduate-degree nursing education programs, accredited Indiana University South Bend, School of Nursing through 2020.

**Radiography Program** | The Radiography Program is accredited by the **Joint Review Committee on Education in Radiologic Technology (JRCERT)**, 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182, (312) 704-5300.

**School of Social Work** | The School of Social Work and the Master of Social Work are accredited by the **Council on Social Work Education (CSWE)**, 1701 Duke Street, Suite 200, Alexandria, Virginia 22314, (703) 683-8080.

#### [College of Liberal Arts and Sciences](#)

**Department of Chemistry and Biochemistry** | The Bachelor of Science degree in chemistry is accredited by the **American Chemical Society (ACS)**, 1155 Sixteenth Street N.W., Washington, D.C. 20036-4800, (800) 227-5558.

**Master of Public Affairs** | The Master of Public Affairs is accredited by the **National Association of Schools of Public Affairs and Administration (NASPAA)**, 1029 Vermont Avenue N.W., Suite 1100, Washington, D.C. 20005, (202) 628-8965.

## Commitments

### Commitments

IU South Bend, the only public, comprehensive, undergraduate and graduate degree-granting institution of higher education in north central Indiana, is committed to serving a diverse population of residential and nonresidential students by providing quality technologically-enhanced educational programming based on a strong liberal arts and sciences foundation and to promoting the economic, social, and cultural well-being of the region.

IU South Bend is dedicated to a comprehensive general-education curriculum that fosters verbal, mathematical, and visual literacies; disciplined inquiry; and critical thinking across all disciplines.

IU South Bend is committed to enhancing economic development in north central Indiana by providing academic programs that meet the needs of students and by responding to unique regional economic trends and service/manufacturing employment needs. IU South Bend also serves and enriches the region as a forum for discussion and civic engagement, as a showcase for the arts, and through community partnerships and consultancies.

The university strives to respond decisively to the growing demand for graduate degree programs and to assure statewide access to IU South Bend distinctions in faculty-student collaboration, programs that enhance diversity and provide a global perspective, the arts, and in the nursing and health professions.

IU South Bend supports development of campus residential and student life programs and activities that promote a university community where students, living and learning together, have a wide range of opportunities to experience academic, cultural, and social growth. Students are also encouraged to reach beyond campus boundaries to become engaged in internships, civic programs, volunteer services, and classroom consultation projects.

The IU South Bend faculty is committed to teaching that engages students in the joy of researching and expanding the knowledge base of their academic area. The university especially values research activity as a vehicle for active learning. IU South Bend students are actively involved in group and individual research projects and field studies; collaborative faculty-student research; faculty guided independent study; and experiential, service learning projects and internships.

# Student Affairs and Enrollment Management

## Student Affairs and Enrollment Management

J. Jeffrey Jones, Ph.D. | Vice Chancellor  
Administration Building 166X | (574) 520-5005 | [gateway.iusb.edu](http://gateway.iusb.edu)

### Fast Facts

**Total Enrollment** 8,385 | **Undergraduate Students** 7,737 | **Graduate Students** 648 | **Full-time Undergraduates** 69% | **Part-time Undergraduates** 31% | **Males** 39% | **Females** 61% | **Financial Aid** \$61.5 million distributed to 6,750 students

### Index

- Steps to Starting Classes
- Gateway Information Center
- Admissions, Office of
- New Student Orientation
- Placement Examinations
- Registrar, Office of the
- Student IDs
- Bursar, Office of the
- Financial Aid and Student Scholarships, Office of the
- Academic Regulations and Policies
- Services for Students

## Steps to Starting Classes

### Steps to Starting Classes at IU South Bend

Follow these steps to your first day of classes and a great future at IU South Bend.

1. **Submit your admission application** to the Office of Admissions and be admitted to IU South Bend. Visit [apply.iusb.edu](http://apply.iusb.edu) for details on this process.
2. **Create your OneStart account** | go to [onestart.iu.edu](http://onestart.iu.edu) and click on "Don't have an account?" and then "Create my first IU computing accounts and passphrase." You will use this account to register for classes, check e-mail, pay your bill, view financial aid information, and much more. To activate your account, use your 10-digit student identification number from your admission certificate or the welcome letter from the Office of Student Services.
3. **Take placement examinations** | these examinations help identify the most appropriate classes for you to take in your first semester. Visit [exams.iusb.edu](http://exams.iusb.edu) to view available examination dates. Refer to your admissions package regarding waivers for these examinations.
4. **Register for Classes** | most first-time students register prior to orientation; however, some register during or after orientation. Go to [orientation.iusb.edu](http://orientation.iusb.edu) for complete registration information for first-time students.
5. **Reserve for orientation** (new student orientation or transfer student orientation) | Orientation is required for all new students. Whether this is your first college experience or you are transferring from another college or university, orientation is designed for you to successfully navigate the university

and be introduced to all its resources. There is a separate orientation for transfer students with 26 or more credit hours. Go to [orientation.iusb.edu](http://orientation.iusb.edu) for orientation dates and online reservations. Students are highly encouraged to attend the earliest possible orientation.

6. **Make arrangements for your tuition payment** | contact the Office of the Bursar at (574) 520-5526 or the Bursar Campus Bulletin page to review deferment plan options. To review a list of available scholarships, go to [scholarships.iusb.edu](http://scholarships.iusb.edu) or call (574) 520-4483. To apply for financial aid, you must complete the Free Application for Federal Student Aid (FAFSA). Call the Office of Financial Aid at (574) 520-4357 or go to [financialaid.iusb.edu](http://financialaid.iusb.edu) if you have questions.
7. **Buy your books** | textbooks are available in the bookstore three weeks prior to the start of the semester. Call the bookstore at (574) 520-4309 for their business hours. Elkhart textbooks are sold at the Elkhart Center; call the Elkhart Center for book sale hours at (574) 520-4000.
8. **Attend classes** | see the [Schedule of Classes](#) for start dates, final examination dates, and other important semester dates.

We look forward to seeing you at IU South Bend. If you have questions or need additional information, call the Gateway Information Center at (574) 520-5005.

## New Student Orientation

### New Student Orientation

Administration Building 104X | (574) 520-5005 | [orientation.iusb.edu](http://orientation.iusb.edu)

The university conducts orientation sessions for all entering freshmen and transfer students at which students are assigned an advisor; receive general information about the university and its policies, academic counseling and program planning assistance; and register for classes. There is also a special orientation session designed for parents and guests. Detailed information on orientation programs is sent to all admitted students prior to their first session. A one-time new student enrollment fee is assessed to all entering students.

### Placement Examinations

Administration Building 104x | (574) 520-5005 | [exams.iusb.edu](http://exams.iusb.edu)

Prior to orientation and registration, all students entering the university for the first time are assessed in mathematics, English, and reading. The results of these assessment tests are critical in placing each student at the proper course level in mathematics, English, and reading classes and ensuring the best chance of success in these basic courses. In addition, students should familiarize themselves with requirements for placement examinations in world languages and sciences, and for exemption or advanced placement in other subjects. Specific courses are required for students who need further instruction in mathematics and writing.

**Office of the Registrar**  
**Administration Building 148X | (574) 520-4451 |**  
[registrar.iusb.edu](http://registrar.iusb.edu)

The primary mission of the Office of the Registrar is to ensure the accuracy, integrity, and security of student academic records at IU South Bend. The specific responsibilities of the office are to plan and implement registration for classes, to coordinate the course schedule, to schedule academic space, to compile and maintain the academic record, to provide transcripts of the academic record to appropriate persons, to certify enrollment status, to process withdrawals from the university, to assist with degree audit technology, and to interpret the various academic policies and procedures of the university. The office provides services to students, faculty, administration, and the general public.

**Student IDs**  
**Administration Building Lobby | (574) 520-5005 |**  
[gateway.iusb.edu](http://gateway.iusb.edu)

Student, staff, and faculty picture identification (ID) cards are available Monday through Thursday, 8 a.m.–5:30 p.m., and Friday, 8 a.m.–5 p.m., in the Gateway Information Center. There is no charge for the first photo ID. Another form of photo ID must be presented to obtain a student ID card. Replacement IDs are \$10 each. Students need an IU South Bend picture ID to utilize many of the services at the university.

## Office of Admissions | Index

### Office of Admissions

**Connie Peterson-Miller, M.L.S. | Director**  
**Administration Building 166X | (574) 520-4839 |**  
[admissions.iusb.edu](http://admissions.iusb.edu)

### Index

- Undergraduate Admission
- Application for Admission
- Beginning Freshman | Students who have never attended a college/university | Transfer Student | Nondegree Student | High School Student | Guest Student | Second Undergraduate Degree
- Priority Deadlines for Filing Applications
- Veteran's Credit
- Admission of International Students
- Audit Students
- Graduate Admission
- Gateway Information Center

## Undergraduate Admissions

### Undergraduate Admissions

Admission to IU South Bend is required before class registration can begin. To learn about admission requirements at IU South Bend, visit our website, [admissions.iusb.edu](http://admissions.iusb.edu), or contact the Office of Admissions by phone at (574) 520-4839. For questions regarding undergraduate programs or campus visitations, contact the Office of Admissions. If you have a disability and need assistance, special arrangements can be made to accommodate most needs.

### Application for Admission

Determine appropriate admission status from the following list and submit application information as requested.

**Note** | If you have previously attended another IU campus and have not earned a degree, you do not need to reapply. Contact the academic program in which you are interested regarding an intercampus or interdepartmental transfer.

### Beginning Freshman

#### Students who have never attended a college/university

- Complete the IU South Bend admission application
- Submit an official high school transcript or GED scores
- Submit SAT or ACT assessment scores. Students 21 years old and over are not required to submit scores
- Submit a counselor recommendation (required for current high school students only)
- Attach a nonrefundable application fee payable to IU South Bend

#### Transfer Student | Students who have attended another college/university

- Complete the IU South Bend admission application
- Submit an official high school transcript and official transcripts from all colleges/universities previously attended.
- Submit SAT or ACT assessment scores. Students 21 years old and over are not required to submit scores. Students with 15 transferable credit hours are also not required to submit scores.
- Take IU South Bend placement examinations, if required, after coursework has been evaluated.
- Attach a nonrefundable application fee payable to IU South Bend.

#### Nondegree Student | High school graduates with or without previous college work who do not intend to pursue a degree or certificate

- Complete the IU South Bend admission application
- Submit an official high school transcript or GED scores
- Submit SAT scores and/or take IU South Bend placement examinations
- Attach a nonrefundable application fee payable to IU South Bend

#### High School Student | Current high school students with at least a 2.5 cumulative grade point average (CGPA) on a 4-point scale at time of enrollment who wish to take university classes

- Complete the IU South Bend admission application
- Submit a counselor recommendation and an official high school transcript to determine eligibility
- Submit SAT scores and/or take IU South Bend placement examinations
- Attach a nonrefundable application fee payable to IU South Bend

### Guest Student | Students enrolling for a semester or summer session as a visiting student from another college or university

- Complete the IU South Bend admission application
- Submit one of the following: A current transcript, letter of good standing, or a copy of the last grade card from the home institution. For admission, guest students must have at least a 2.0 GPA from their current institution. Students between their senior year in high school and freshman year in college may submit a letter of acceptance from their home institution.
- If you plan to enroll in English, mathematics, computer science, or science courses, evidence must be presented to show necessary prerequisites. Without evidence of prerequisites, completion of IU South Bend placement examinations is required.
- Attach a nonrefundable application fee payable to IU South Bend.

### Second Undergraduate Degree | Students who have a bachelor's degree from an accredited university and are pursuing an additional undergraduate degree

- Complete the IU South Bend admission application
- Submit an official high school transcript and official transcripts from all colleges/universities previously attended (do not submit transcripts from Indiana University)
- Attach a nonrefundable application fee payable to IU South Bend (not required for graduates of an Indiana University campus)

Guest, nondegree, and high school students are not eligible for institutional, state, or federal financial aid.

All credentials and transcripts submitted for purposes of admission become the property of IU South Bend and cannot be returned to the student or forwarded to other institutions.

### Priority Deadlines for Filing Applications

IU South Bend practices rolling admissions which means we review applications and make admission decisions as they arrive. While applications are still accepted after the priority deadlines, they will be reviewed on an individual basis and admission cannot be guaranteed for that semester. To ensure timely processing and effective communications, we advise applicants to submit their application and all required materials by the following dates:

#### Semester | Deadline

Fall semester | July 31  
Spring semester | December 1

### Veterans' Credit

Veterans of military service who qualify for admission are eligible for academic credit as a result of their military training and experience. The university follows the provisions of A Guide to the Evaluation of Education Experiences in the Armed Services in granting credit. Copies of official discharge or separation papers (DD-214) or transcripts must be submitted as a basis for granting credit. Evaluation of service credit is administered by the Office of Admissions.

### Admission of International Students

International students seeking admission to IU South Bend must contact the Office of International Student Services at (574) 520-4419. See International Student Services (in this bulletin) for further information.

### Audit Students

Individuals wishing to attend a course without earning credit must contact the registrar's office for information on audit policies, procedures, and regulations.

### Graduate Admission

Information for students applying for admission to graduate programs at IU South Bend is outlined in the Graduate Admission section of this bulletin.

### Gateway Information Center

**Administration Building Lobby | (574) 520-5005 | [gateway.iusb.edu](http://gateway.iusb.edu)**

This one-stop student service center provides easily accessible student support services for admissions, financial aid, student scholarships, academic support programs, career and internship programs, the bursar, parking, housing, and registration. Staff and student helpers are available to assist with navigating the OneStart and Oncourse Web-based tools. Quality service is marked by friendly and caring interactions to determine the nature of concerns, needs, or problems, and by prompt, accurate attention to those concerns. Staff members can walk through problems to a solution. If an on-the-spot solution is not possible, staff members will refer students to an expert who is usually able to meet with them immediately. Staff also help students make contact with other units across the university. Just talk to a staff person in the Gateway Information Center for help.

## Office of the Bursar | Index

### Office of the Bursar

**Linda Lucas | Bursar**

**Administration Building 100 | (574) 520-4253 | [bursar.iusb.edu](http://bursar.iusb.edu)**

### Fast Facts

**Undergraduate Tuition | In-state \$207.55 per credit hour | Out-of-state \$572.97 per credit hour | Financial Aid \$61.5 million is distributed to 6,750 students**

### Index

- General Information
- Resident Student Status for Fee Purposes
- Course Cancellations
- Refund of Student Fees
- Payment
- Personal Deferment on a Four-Month Plan

## Office of the Bursar | Information

### Office of the Bursar

#### General Information

Tuition and fees are determined annually by the Indiana University Board of Trustees. Fees are subject to change by action of the trustees. For up-to-date information about fees in effect at the time you plan to register, refer to the fee information listed at the above Internet address.

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### **Resident Student Status for Fee Purposes**

When students are admitted to IU South Bend, they are classified by the Office of Admissions either as resident or nonresident students. This classification is determined by rules established for IU South Bend students. Copies of these rules are available in the Office of the Registrar. If students are classified as nonresident, they must pay nonresident fees as listed in the schedule of fees.

If the permanent residence changes or if students believe they are classified incorrectly, they may appeal for resident student status. Applications are available in the Office of the Registrar. Students are required to furnish clear and convincing evidence to support their claim.

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### **Course Cancellations**

Whenever enrollment in a course is deemed insufficient, the university reserves the right to cancel the course.

**Students must officially withdraw from these courses to receive a refund of all fees.**

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### **Refund of Student Fees**

When a student withdraws from a course or courses, a refund of fees paid is made for each course involved, according to the refund policy stated on the Office of the Bursar website. Full refund of fees is given only during the first week of each term for standard classes.

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### **Payment**

IU South Bend now offers a four- month payment plan for advance registered students that includes a nominal monthly deferment charge. Please note: depending on when you register, you may be eligible only for a three-month or a two- month plan.

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### **Personal Deferment on a Four-Month Plan.**

The four-month plan divides the amount due into four equal payments. There is a nominal deferment charge assessed each month for this plan.

### **To Qualify**

Students must be enrolled in at least 3 credit hours

### **The Process**

If you are eligible, the personal deferment amount will be printed on your e-bill. Approximately 25 percent of the total bill will be due before the semester begins. The remaining payments will be due approximately one month apart. See the Bursar Services website ([bursar.iusb.edu](http://bursar.iusb.edu)) for the payment due dates for current or upcoming semester.

# Academic Regulations and Procedures | Index

## Academic Policies and Procedures

### Index

- Absences
- Academic Integrity
- Academic Renewal Policy
- Academic Standing
- Addition of Courses/Late Registration
- Assessing Student Outcomes
- IU South Bend Attendance and Course Commitment Policy
- Audit Policy
- Campuswide General-Education Requirements
- Campuswide General-Education Course Requirements for Transfer Students
- Class Standing
- Code of Student Rights, Responsibilities, and Conduct
- Course Grades
- Course Numbers
- Credit by Examination
- Credit Transfer
- Dean's List
- Deferred Grades
- Degree Requirements
- Drug-Free Campus Policy
- Emergency Closing
- Enrollment Restriction
- Final Examination Scheduling Policy
- Grade Grievances
- Grade Replacement Policy
- Grading Code
- Grade Point Average
- Graduation Requirements
- Graduation with Distinction
- Incomplete Grades
- Independent/Correspondence Study
- Official Academic Transcript
- Pass/Fail Option
- Readmission
- Religious Observances
- Satisfactory/Fail Courses
- Second Degree
- Semester Load
- Social Security Number
- Student Record Access
- Tobacco-Free Campus
- Withdrawal | Withdrawal from a Class | Withdrawal from IU South Bend | Withdrawal for Reserves Called to Active Duty
- Work Done at More than One Indiana University Campus

# Academic Regulations and Policies

## Academic Regulations and Policies

### Absences

#### From Scheduled Classes

Policies regarding absences from scheduled classes are generally determined by the instructors of the classes in which they occur. Students are expected to explain to the instructors the causes of these absences and to make up all work to the satisfaction of the instructors.

#### From Final Examinations

A student who fails to attend the final examination of a course and who has a passing grade up to that time may, at the discretion of the instructor, be given a grade of I (Incomplete).

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### Academic Integrity

Students are expected to adhere to the highest ethical standards in all of their coursework and research. Individuals violating those standards are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted.

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### Academic Renewal Policy

#### General Considerations

The academic renewal policy encourages capable, mature, undergraduate students to return to IU South Bend after they were academically unsuccessful during an earlier attempt at higher education within the Indiana University system. This policy pertains only to undergraduate students who do not have a bachelor's degree. Meant to apply campuswide to all IU South Bend academic units, the academic renewal option described here exists only on the IU South Bend campus and not on any other campus of Indiana University. Students who wish to apply for renewal must contact their respective academic units at the time of application for readmission. If renewal is granted, all grades earned prior to the renewal are no longer used in the calculation of the cumulative program grade point average, which is reset to zero. The university grade point average (GPA) is not reset due to the application of academic renewal. Coursework from other IU campuses can be considered for academic renewal.

#### Academic Renewal Policy

The academic renewal option described here is subject to the following considerations:

1. The IU South Bend academic renewal policy applies to any former Indiana University student who;
  - has not yet completed a bachelor's degree, and
  - has not attended any campus of Indiana University for a minimum of the last three years (36 months).
2. Academic renewal applies to all Indiana University coursework taken prior to readmission to IU South Bend. A student seeking academic renewal may not exempt certain courses from the application of the renewal policy. Furthermore, this policy is inapplicable to any grades issued owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office

formally evaluates the student's record to identify any grades resulting from academic dishonesty.

3. Academic renewal may be invoked only once over the course of a student's academic career at IU South Bend.
4. Because academic renewal is aimed at academically unsuccessful students, the grade point average (GPA) for the period for which renewal is sought must be lower than 2.0.
5. The policy is applied after a probationary period in which the student earns at least 12 credit hours with a minimum grade of C+ (2.3 GPA) in all courses attempted.
6. Academic renewal does not occur automatically: a student must apply for academic renewal, and the petition must be approved by the student's academic unit. If the petition is approved, all grades earned prior to the renewal are no longer used in the calculation of the program GPA. The GPA earned after academic renewal takes effect is subject to each academic unit's rules regarding academic probation and dismissal.
7. Although the grades in the courses to which academic renewal is applied are not considered in calculating the GPA, the courses themselves may still be used to satisfy credit hour and degree requirements if the original grades earned are C (2.0) or higher.
8. After approval of the request for academic renewal, a student must complete a minimum of 30 credit hours (including the 12 credit hour probationary period) on the IU South Bend campus to meet the graduation residency requirement and must complete a minimum of 60 credit hours to merit graduation with academic distinction.
9. Invocation of the academic renewal option does not preclude a student from using other available, course-specific grade replacement options, subject to each academic unit's rules and procedures and the conditions set out in the IU South Bend Grade Replacement Policy.
10. Academic renewal is available only for courses taken at Indiana University. Each academic unit retains the right to consider records of performance from other universities in determining admission to the academic unit, the granting of honors and academic distinction, and other matters.

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### Academic Standing

The university has established levels of competency, according to GPA and semesters completed, which determine whether an undergraduate student is making satisfactory academic progress, is on probation, probation with impact, or ineligible to continue studies.

### Satisfactory Academic Progress

A student whose cumulative grade point average (CGPA) is 2.0 or higher is considered to be making satisfactory academic progress.

### Probation

A student who has completed one or more IU South Bend GPA hours and has a CGPA below 2.0 is placed on probation. A probationary student remains on probation until the CGPA reaches 2.0 or higher.

### Probation with Impact

A student who is on probation and fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0 will be placed on probation with impact. Academic units may impose additional enrollment restrictions on such students (e.g., limited to half-time enrollment).

### Dismissal

A student who is on probation with impact and fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0 will be dismissed from the university. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed and must petition by the established deadline to be reinstated. Students who are dismissed multiple times must remain out of the university for at least two regular semesters and must petition by the established deadline to be reinstated.

### Reinstatement

Reinstatement will be the decision of the academic unit to which the student petitions. A student who is reinstated will be on probation with impact until the CGPA reaches 2.0 or higher.

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### Addition of Courses/Late Registration

Undergraduate students are permitted to register late or add courses only during the first two weeks of the semester (first week in summer sessions). Students who register late or add a course during the first week of classes may register online via OneStart.

Students who wish to register late or add a course during the second week of classes must get an add slip from the Gateway Information Center or the office of their academic program and secure the signature of the instructor.

Note: Special fees are assessed for most late registrations and schedule adjustments.

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### Assessing Student Outcomes

Students are expected to assist in the assessment process as defined by their academic departments and the campus assessment committee. Assessment processes may include activities as varied as opinion surveys, focus groups, portfolios, and capstone courses.

- The goal of assessing student outcomes at IU South Bend is to help the university realize its mission for the student body.
- The objective of the assessment process is to involve the faculty, the students, and the community in the effort to review student outcomes.
- The purpose of assessing student outcomes is to identify program strengths and elements in need of improvement.

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### IU South Bend Attendance and Course Commitment Policy Preamble

Attendance and active participation in courses are key factors for academic success. Students who do not attend their classes and who do not complete their assignments in a timely manner are less likely to successfully complete their courses.

## Policy

At the discretion of the academic department, students who do not attend the first scheduled week of classes and have not made prior arrangements with their instructor may be subject to administrative withdrawal.

At the discretion of the faculty, students missing more than 50% of their class meetings, and/or who do not actively participate in their enrolled classes during the first four weeks of the fall or spring semesters, may be subject to administrative withdrawal from their courses. Students may be administratively withdrawn regardless of their class level or standing.

- Courses in which the Attendance and Course Commitment Policy applies are approved by the academic department and applies to all sections. Courses on the approved list will remain in approved status until otherwise repealed by the academic department. The Office of the Registrar will maintain and publish a list of courses that have been approved to enforce the Attendance and Course Commitment Policy.
- In courses in which this policy applies, notice of the Attendance and Course Commitment Policy, including a definition of active participation, must be included in the course syllabus. Students must be informed that administrative withdrawal may have an impact on their financial aid awards and/or student visa status.
- Faculty teaching courses in which this policy applies are encouraged to take attendance. To accommodate large lecture classes and courses taught through distance learning, submission of course assignments can be used to document attendance and participation. If faculty members choose to use coursework submissions as the primary means of documenting attendance and active participation, a statement must be included in the course syllabus. If attendance is not taken and a student is subsequently withdrawn for not submitting any assignments, the due date of the first assignment will be the last date of attendance.
- The instructor who initiates an administrative withdrawal may rescind it within one week of the original request.
- Students who are administratively withdrawn from their courses after any refund period will not be eligible for a tuition refund.
- Administrative withdrawal requests will be processed only during the periods listed below:
  - first week of the fall and spring semesters
  - between the end of the fourth week and the beginning of the fifth week of the fall and spring semesters

- Academic units may establish an attendance policy that is more restrictive than outlined in this policy, but administrative withdrawal will occur only during the enforcement periods.

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## Audit Policy

Courses may be taken on an official audit basis. No credit is given for the courses, but the audited courses are indicated on the student's transcript. Any work required of auditors must be agreed upon by the instructor and the auditor. Any academic program has the option to exclude auditors from a particular course. Changes from audit status to credit status and vice versa can be made only with the permission of the instructor and no later than the deadline for midterm grades. Auditing students pay the same fees as credit students, and incur a program change fee beginning the second week of classes. Contact the Office of the Registrar for details on auditing procedures.

## Academic Regulations and Policies

### Academic Regulations and Policies

#### Campuswide General-Education Requirements

Refer to the General-Education pages for a description of the campuswide general-education requirements that apply to all bachelor's degree programs for students matriculating in the fall of 2005 and subsequent semesters. Consult with your academic advisor to clarify how the general-education requirements fit into the degree requirements in your area of study. Transfer students should consult the following general-education transfer policy regarding required courses.

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#### Campuswide General-Education Course Requirements for Transfer Students

This policy applies at the time of matriculation. Credit hours transferred from courses taken after matriculation at IU South Bend shall not be counted toward the 56 credit hours. Students who rematriculate at IU South Bend after a period of enrollment at another institution are considered to be transfer students for purposes of this policy. The director of general education (in consultation with the relevant academic units) is authorized to review appeals for the transfer of course credit hours for the four common core courses and for courses fulfilling requirements in Visual Literacy, Critical Thinking, Information Literacy, Non-Western Cultures, Diversity in United States Society, and Health and Wellness.

**Note** | Additional school- and program-specific general-education requirements may also apply. Consult with your academic advisor.

#### Students with Fewer than 56 Transfer Credit Hours

Students who transfer to IU South Bend with fewer than 56 credit hours toward graduation (freshmen and sophomores) are required to complete all campuswide general-education requirements.

#### Students with 56 or More Transfer Credit Hours

Students who transfer to IU South Bend with 56 credit hours or more toward graduation are required to complete a minimum of one 300-level common core course at IU South Bend in any of the four areas with the advice of their major program, as well as one course each in the fundamental literacies areas of Writing, Oral

Communication, Computer Literacy, and Quantitative Reasoning; and one of the 3 credit hour contemporary social values courses, either Non-Western Cultures or Diversity in United States Society.

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### Class Standing

Class standing is based on total credit hours that count toward minimum degree requirements. Credit hours required are as follows:

#### Class Standing / Credit Hours

Senior / 86 or more  
 Junior / 56–85  
 Sophomore / 26–55  
 Freshman / 0–25

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### Code of Student Rights, Responsibilities, and Conduct

The Indiana University Code of Student Rights, Responsibilities, and Conduct contains the rules and regulations by which Indiana University students must abide. This book includes information on student rights and responsibilities, complaint procedures, misconduct, disciplinary procedures, and due process. The Code is available at [www.dsa.indiana.edu/Code](http://www.dsa.indiana.edu/Code). Student code procedures are located on the judicial affairs website at [judicial.iusb.edu](http://judicial.iusb.edu).

The Office of Judicial Affairs educates the campus and adjudicates violations of The Code. Refer to the departmental information located in [Student Services](#).

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### Course Grades

The grade assigned by a course instructor at the end of a term is the student's final grade for that course. Only in exceptional circumstances is this final grade changed. Any student who has a question concerning a grade must consult the instructor immediately. If there are further questions, the student should follow the IU South Bend Grade Grievance Policy as stated in the Code of Student Rights, Responsibilities, and Conduct.

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### Course Numbers

Courses numbered **100–199** are primarily for freshmen, **200–299** for sophomores, **300–399** for juniors, and **400–499** for seniors. While courses are usually not taken before; but may always be taken after the year indicated, there are numerous exceptions. Students must check course descriptions for statements concerning prerequisites and class standing.

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### Credit by Examination

Students may receive credit for College-Level Examination Program (CLEP) examinations; and by successful performance on appropriate examinations while at IU South Bend. Students who believe they are eligible for special credit because of superior preparation or independent study are urged to accelerate their degree completion in this manner.

Where credit by examination is awarded by the university, that credit is recorded with a grade of S on the student's transcript unless the examination clearly merits an A grade. Failure to pass the examination carries no penalty and is not recorded.

The credit hour fee for credit by examination is determined by the Indiana University Board of Trustees. Contact the

Office of the Bursar for the current rate. All fully admitted undergraduates and graduate students who apply for university credit by examination are assessed at the current rate. Go to [www.iusb.edu/stu-serv/clep.php](http://www.iusb.edu/stu-serv/clep.php) for more information.

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### Credit Transfer

Courses completed at a regionally accredited institution of higher education before admission to IU South Bend may be applied toward graduation requirements. It is expected, however, that a substantial part of every student's work, especially in the major field of study, be completed at IU South Bend.

A maximum of 90 semester hours or 135 quarter hours of transferred credits from four-year institutions, or a maximum of 60 semester hours or 90 quarter hours of transferred credits from two-year institutions can apply towards degree requirements.

Ordinarily, a maximum number of transfer credit hours from a bachelor's degree (including credit earned at other Indiana University campuses) may be counted toward the minimum credit hours necessary for graduation (approximately 120). Students wishing to transfer from another Indiana University campus to IU South Bend must present a letter of good standing from that campus. Only courses with a grade of C or above are transferrable. Courses with C– or below do not transfer to IU South Bend.

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### Dean's List

All IU South Bend students completing at least 6 credit hours\* of graded coursework in a semester are eligible for an academic program's Dean's List.

If a student completes at least 12 credit hours\* of graded coursework in a semester, they are placed on the Dean's List if they have a GPA of 3.5 or greater in that semester.

If a student has completed between 6 and 11 credit hours of graded coursework in a semester, they are placed on the Dean's List if they have a GPA of 3.5 or greater and they have a CGPA of 3.24 or greater.

For the purpose of Dean's List eligibility, grades of P or S cannot be included in the graded coursework requirement.

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### Deferred Grades

The deferred grade of R is assigned for research courses in which the student's work is evaluated when the research is completed. It may also be used at the end of the first term of a two-term course or a course that overlaps two terms if the course is announced as a deferred grade course in the Schedule of Classes.

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

Specific courses in the departments of English and mathematical sciences have an alternate grading policy where the R grade may be used. A student given this alternate grade is subject to having an administrative course adjustment processed at the end of the semester.

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### Degree Requirements

Students are responsible for understanding all requirements for graduation, for completing them by the time they expect to graduate, and for applying for graduation. May, June, and August degree candidates must apply for graduation by October 1; while December degree candidates must apply for graduation by March 1.

Requests for deviation from program requirements may be granted only by written approval from the respective chair, program director, or dean (or their respective administrative representative). Disposition at each level is final.

### Drug-Free Campus Policy

Students are prohibited by Indiana University from using or possessing alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university or student organization activity. Students are responsible for acquainting themselves with this policy and with sanctions for violation of the policy.

### Emergency Closing

The primary person responsible for making the decision to close or cancel classes at IU South Bend is the chancellor. In the chancellor's absence, the vice chancellor for academic affairs will make the decision.

IU South Bend has aligned itself with the South Bend Community School Corporation (SBCSC) and, in most cases, will cancel all classes at all campuses when the SBCSC cancels classes due to weather conditions.

IU South Bend off-campus centers are also aligned with their respective school districts and in most cases will cancel classes in those locations when the local school district cancels classes. This includes the Elkhart and Concord school districts. When the main IU South Bend campus is closed, classes at all sites will be cancelled.

The campus is notified of any closing or emergency situation through the IU South Bend IU Notify system which includes telephone calls, e-mail, and text messaging. Information is also delivered by the administration through telephone trees, switchboard messages, the campus electronic bulletin board, the IU South Bend website, and local news media.

### Enrollment Restriction

No undergraduate student, except those who declare business as their major, is allowed to take more than 23 percent of his or her coursework credit hours in business courses under any circumstances. The undergraduate business program has the responsibility of monitoring the implementation of this requirement. Any minor in business is subject to approval by the undergraduate business program office.

### Final Examination Scheduling Policy

Students are to be notified by the instructor of any deviation from the published final examination schedule no later than six weeks prior to the beginning of the final examination period. In the event a student is scheduled to take more than two final examinations on the same day, the student may exercise the following options:

- Take final examinations as scheduled.

- Consult with the instructor or academic program giving the final examination to determine if any make-up examination(s) is or can be scheduled. If no make-up examination is available, then the student must notify the instructor or academic program of the course scheduled for the third (and additional) final examination of the day. That instructor or that academic program is then obligated to adjust the student's final examination schedule, provided the student has notified that instructor or academic program 30 calendar days or more prior to the date on which the final examination scheduling conflict exists.

### Grade Grievances

If a student disputes his or her final course grade, the student must obtain a Student Initiated Grade Change Request Form from the Office of the Registrar, prepare a personal statement documenting the reason(s) for the change of grade, and discuss the matter with the faculty member assigning the grade no later than the end of the next regular semester. The student should provide copies of applicable supporting documentation as part of the appeal process. After the student has met with the faculty member and has received their recommendation of yes or no, they will need to obtain recommendations from the faculty member's department chair or area coordinator (if applicable) and dean. Completed Student Initiated Grade Change Request Forms, personal statements, and supporting documentation need to be returned to the Office of the Registrar for review by the Academic Affairs Committee (AAC). The AAC will review the appeal and forward a recommendation to the Vice Chancellor for Academic Affairs for a final decision.

### Grade Replacement Policy

The IU South Bend Grade Replacement Policy modifies the current Indiana University Faculty Council FX policy by broadening the replacement option to courses in which an undergraduate student receives any grade except a W, I, or NC. The purpose of this expansion is to allow an IU South Bend student who has done poorly in a course, even if he or she has not failed the course, to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average. This modified grade replacement policy applies only to courses taken on the IU South Bend campus. Courses taken on other Indiana University campuses can still be replaced, but only under the old system. That is, only if the original grades in those courses were F's. This grade replacement policy follows the Indiana University system's general rule that a student can replace (i.e., FX) a maximum of three courses or a maximum of 10 credit hours (whichever comes first). Any FX courses prior to the fall of 2004 are included in this 10 credit hour maximum. A student can repeat a course for which grade replacement is sought only once.

A student who wishes to apply for grade replacement must obtain the approval of his or her academic unit. Some IU South Bend academic units may not honor the grade replacement policy when they consider, for example, admission to the academic unit, the granting of honors and academic distinction, and other matters. Therefore, each student is advised to check beforehand with his or her academic unit regarding the rules and restrictions that may apply. Furthermore, every student should

recognize that other higher education institutions may not honor this grade replacement policy. Some particularly competitive undergraduate programs and most graduate-level programs in medicine, law, and other fields may use the original grades for the purposes of determining the grade point average required for admission.

The grade replacement option is subject to the following considerations:

1. The IU South Bend grade replacement policy applies to undergraduate courses taken by students who do not have a bachelor's degree. If a bachelor's degree has been awarded, in no case may a grade be replaced for a course taken prior to the awarding of that degree.
2. This policy merely excludes certain grades from the calculation of the cumulative grade point average (CGPA). All grades remain a part of a student's academic record; a notation on the transcript indicates if a grade is not included in the GPA calculation. In determining admission, the meeting of degree requirements, the granting of honors and academic distinction, and other matters, each academic unit may use a GPA calculation that does not honor grade replacement. The GPA earned after grade replacement is subject to each academic unit's rules regarding academic probation and dismissal. In short, each academic unit retains the right to consider, for internal purposes, a student's complete academic record.
3. Under this policy, a student can replace the grades in any course taken at IU South Bend, except courses in which the student received the grades of W, I, or NC. However, courses taken at any other Indiana University campus can be replaced only if a student received the grade of F.
4. A student may exercise the grade replacement policy for a maximum of three courses or 10 credit hours (whichever comes first). The 10 credit hour limit includes any courses previously replaced under the FX policy prior to 2004 and any previously FX'd courses that were approved for academic renewal. A student may exercise the grade replacement policy only once for any single course.
5. Grade replacement under this policy ordinarily is available for undergraduate courses with fixed credit hours and fixed topics. The course in which the student reenrolls must be the same course for which grade replacement is sought. Grades in courses that have different titles or variable topics may be replaced only if the content in both courses is the same. In such cases, a student may petition to replace a grade in one course with the grade earned in another course, provided the two courses are equivalent. To determine equivalence, a comparison of course descriptions alone is not adequate. In making this determination, the faculty offering the course shall apply the same criteria as used in evaluating courses for transfer purposes.
6. Once invoked, a student may not subsequently request reversal of the grade replacement granted to a particular course.
7. Subject to the restrictions set out in earlier paragraphs, a student who received academic renewals may still use grade replacement for work taken subsequent to the granting of academic renewal.
8. Grade replacement does not happen automatically. It is the responsibility of the student who wishes to repeat a course in order to replace the grade to consult with his or her academic unit regarding its policies.
9. Enforcement of the grade replacement policy is the responsibility of the academic unit that certifies a student's fulfillment of degree requirements. Problems relating to the policy are referred to the academic unit's dean or equivalent.
10. IU South Bend joins all other campuses in honoring the principle that the grade policies on the degree-granting campus are applicable to each student. Hence, if an IU South Bend student transfers to another Indiana University campus, IU South Bend honors requests from that campus, on behalf of the student, to replace a grade earned at IU South Bend. Were the student to return to IU South Bend for graduation, however, the student must check with their academic unit for their policies regarding grade replacement.
11. This policy is inapplicable to any grades issues owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office formally evaluates the student's record to identify any grades resulting from academic dishonesty.

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### Grading Code

The official grade code of the university is as follows: A (highest passing grade), B, C, D (lowest passing grade), F (Fail), I (Incomplete), P (Pass), S (Satisfactory), and W (Withdrawn). I, P, S, and W are not calculated in a student's GPA, but the grade of F is calculated as 0 points.

Quality points are assigned for purposes of determining the CGPA as follows:

### Grading Code Scale

A+ /	4.0
A /	4.0
A- /	3.7
B+ /	3.3
B /	3.0
B- /	2.7
C+ /	2.3
C /	2.0
C- /	1.7
D+ /	1.3
D /	1.0
D- /	0.7
F /	0

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### Grade Point Average

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1. Log into OneStart using user name and passphrase.
2. Make sure you are looking at the Student Self Service tab. This tab should be brown.
3. Scroll down the page until the title eDocs is found.
4. Under this title click on the link Official Transcript Request (Online) and follow the prompts. Indicate a preferred delivery method of pick-up, expedited delivery through the PDF option, or U.S. Postal.
5. The transcript processing fee must be paid via credit card; personal information is protected.
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courses are not counted as part of a student's Pass/Fail option. S/F graded courses are noted in the Schedule of Classes. A grade of S is not counted in computing GPAs; the grade of F is included.

### Second Degree

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student is admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates normally must earn at least 30 additional credit hours in residence and meet the requirements of the academic program in which they are candidates.

### Semester Load

A typical full-time undergraduate academic load is 12 to 18 credit hours with an average of approximately 15 credit hours for the fall or spring semesters. Full-time enrollment in either the fall, spring, or summer semesters is a minimum of 12 credit hours.

An undergraduate student expecting to carry more than 18 credit hours should have a CGPA of B (3.0) average or have earned a B (3.0) average in the last full semester.

### Social Security Number

Students or applicants are advised that the requested disclosure of their Social Security number to designated offices is voluntary except in regard to the financial aid application. Students have the right to refuse disclosure of this number or request its removal from records without penalty. The student's Social Security number is not disclosed to individuals or agencies outside Indiana University except in accordance with the Indiana University policy of release of student information.

### Student Record Access

An implicit and justifiable assumption of trust is placed in the university as custodian of personal data submitted by a student entering the university or generated during enrollment. This mutual relationship of trust between the university and the individual student requires that such data be held in confidence. The university responds to requests for confidential data (that is, information not normally available to the general public) in compliance with the amended Family Educational Rights and Privacy Act of 1974.

Indiana University's annual notification of student rights:

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's educational records within 45 days of the day the university receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official makes arrangements for access and notifies the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted,

that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's educational records that they believe are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They must write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university notifies the student of the decision and advises the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure is provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Indiana University 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 educational record to fulfill his or her professional responsibility. Upon request, the university may disclose educational 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; telephone; 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 United States Department of Education concerning alleged failures by Indiana University to comply with the requirements of FERPA.

### **Tobacco-Free Campus**

IU South Bend is a tobacco-free campus. Indiana University has determined that all campuses will be smoke free in order to promote the health and well-being of employees, students, and others on campus.

In brief, the policy for IU South Bend states that the use and sale of tobacco and tobacco products is prohibited on university owned-, operated-, or leased-properties. The parking lots and garage owned by the university are included in the ban. However, the use of tobacco products in personal vehicles is allowed, provided users make a reasonable effort to contain smoke and smoking materials inside the vehicle.

### **Withdrawal**

#### **Withdrawal from the University**

Students must notify the head of their academic program if they intend to withdraw from school during the semester. Students who fail to officially withdraw receive grades of F in all courses in which they are enrolled at the time of their unofficial withdrawal.

Students who withdraw during the first ten weeks of a regular semester or during the first four weeks of a summer session automatically receive a grade of W on the date of withdrawal. The only exceptions are:

- Courses dropped during the first week of classes do not show on the student's permanent record.
- The automatic withdrawal period for courses that do not meet for the full regular semester or summer session is prorated at approximately 60 percent of the course duration.
- Students in music ensembles or applied music should contact the Ernestine M. Raclin School of the Arts for information on withdrawals.

After the tenth week in spring and fall semesters and the fourth week in summer sessions withdrawal requires extraordinary situations beyond the student's control. Appropriate forms for processing withdrawals must be obtained by the student from the Gateway Information Center or the office of their academic program. In addition to the signature and assigned grade of

W or F by the instructor, the student must obtain the signature of their academic program head. Poor performance in a course is not considered grounds for a late withdrawal. Additional details and dates are outlined in the Schedule of Classes. No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Requests for withdrawal after the last day of classes must follow the grade appeal process.

Students with financial aid must contact the Office of Financial Aid and Student Scholarships prior to withdrawing from any course due to possible financial consequences.

**Note: Termination of class attendance does not constitute official withdrawal and results in a grade of F. Students must officially withdraw from the course.**

### **Withdrawal for Reserves Called to Active Duty**

Any student called to active duty may withdraw from all courses and receive a 100 percent refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W is assigned initially. Students receiving financial aid are subject to refund policies as provided for by the agencies sponsoring the aid. The request to withdraw must be made within one week of being called to active duty and may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty must provide a copy of their orders to the Office of the Registrar along with a signed note asking to be withdrawn. These materials may be delivered in person, through the mail, or faxed to the Office of the Registrar. The Office of the Registrar notifies the student's instructor, school, and other campus offices. Students or other responsible parties may wish to call the Office of the Registrar first to begin the withdrawal process, with the understanding that a copy of the orders must be forthcoming.

### **Work Done at More Than One Indiana University Campus**

Students who plan to earn a degree through a degree-granting program on one Indiana University campus and who plan to take a substantial number of hours on one or more of the other Indiana University campuses in partial fulfillment of degree requirements must have their programs of study approved in advance by the degree-granting program. The residency requirement must be met on the campus where the degree-granting program is located.

## **Academic Regulations and Policies**

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#### **Drug-Free Campus Policy**

Students are prohibited by Indiana University from using or possessing alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university or student organization activity. Students are responsible for acquainting themselves with this policy and with sanctions for violation of the policy.

#### **Emergency Closing**

The primary person responsible for making the decision to close or cancel classes at IU South Bend is the chancellor. In the chancellor's absence, the vice chancellor for academic affairs will make the decision.

IU South Bend has aligned itself with the South Bend Community School Corporation (SBCSC) and, in most cases, will cancel all classes at all campuses when the SBCSC cancels classes due to weather conditions.

IU South Bend off-campus centers are also aligned with their respective school districts and in most cases will cancel classes in those locations when the local school district cancels classes. This includes the Elkhart and

Concord school districts. When the main IU South Bend campus is closed, classes at all sites will be cancelled.

The campus is notified of any closing or emergency situation through the IU South Bend IU Notify system which includes telephone calls, e-mail, and text messaging. Information is also delivered by the administration through telephone trees, switchboard messages, the campus electronic bulletin board, the IU South Bend website, and local news media.

### **Enrollment Restriction**

No undergraduate student, except those who declare business as their major, is allowed to take more than 23 percent of his or her coursework credit hours in business courses under any circumstances. The undergraduate business program has the responsibility of monitoring the implementation of this requirement. Any minor in business is subject to approval by the undergraduate business program office.

### **Final Examination Scheduling Policy**

Students are to be notified by the instructor of any deviation from the published final examination schedule no later than six weeks prior to the beginning of the final examination period. In the event a student is scheduled to take more than two final examinations on the same day, the student may exercise the following options:

- Take final examinations as scheduled.
- Consult with the instructor or academic program giving the final examination to determine if any make-up examination(s) is or can be scheduled. If no make-up examination is available, then the student must notify the instructor or academic program of the course scheduled for the third (and additional) final examination of the day. That instructor or that academic program is then obligated to adjust the student's final examination schedule, provided the student has notified that instructor or academic program 30 calendar days or more prior to the date on which the final examination scheduling conflict exists.

### **Grade Grievances**

If a student disputes his or her final course grade, the student must obtain a Student Initiated Grade Change Request Form from the Office of the Registrar, prepare a personal statement documenting the reason(s) for the change of grade, and discuss the matter with the faculty member assigning the grade no later than the end of the next regular semester. The student should provide copies of applicable supporting documentation as part of the appeal process. After the student has met with the faculty member and has received their recommendation of yes or no, they will need to obtain recommendations from the faculty member's department chair or area coordinator (if applicable) and dean. Completed Student Initiated Grade Change Request Forms, personal statements, and supporting documentation need to be returned to the Office of the Registrar for review by the Academic Affairs Committee (AAC). The AAC will review the appeal and forward a recommendation to the Vice Chancellor for Academic Affairs for a final decision.

### Grade Replacement Policy

The IU South Bend Grade Replacement Policy modifies the current Indiana University Faculty Council FX policy by broadening the replacement option to courses in which an undergraduate student receives any grade except a W, I, or NC. The purpose of this expansion is to allow an IU South Bend student who has done poorly in a course, even if he or she has not failed the course, to repeat the course and remove the weight of the earlier grade from the student's cumulative grade point average. This modified grade replacement policy applies only to courses taken on the IU South Bend campus. Courses taken on other Indiana University campuses can still be replaced, but only under the old system. That is, only if the original grades in those courses were F's. This grade replacement policy follows the Indiana University system's general rule that a student can replace (i.e., FX) a maximum of three courses or a maximum of 10 credit hours (whichever comes first). Any FX courses prior to the fall of 2004 are included in this 10 credit hour maximum. A student can repeat a course for which grade replacement is sought only once.

A student who wishes to apply for grade replacement must obtain the approval of his or her academic unit. Some IU South Bend academic units may not honor the grade replacement policy when they consider, for example, admission to the academic unit, the granting of honors and academic distinction, and other matters. Therefore, each student is advised to check beforehand with his or her academic unit regarding the rules and restrictions that may apply. Furthermore, every student should recognize that other higher education institutions may not honor this grade replacement policy. Some particularly competitive undergraduate programs and most graduate-level programs in medicine, law, and other fields may use the original grades for the purposes of determining the grade point average required for admission.

The grade replacement option is subject to the following considerations:

1. The IU South Bend grade replacement policy applies to undergraduate courses taken by students who do not have a bachelor's degree. If a bachelor's degree has been awarded, in no case may a grade be replaced for a course taken prior to the awarding of that degree.
2. This policy merely excludes certain grades from the calculation of the cumulative grade point average (CGPA). All grades remain a part of a student's academic record; a notation on the transcript indicates if a grade is not included in the GPA calculation. In determining admission, the meeting of degree requirements, the granting of honors and academic distinction, and other matters, each academic unit may use a GPA calculation that does not honor grade replacement. The GPA earned after grade replacement is subject to each academic unit's rules regarding academic probation and dismissal. In short, each academic unit retains the right to consider, for internal purposes, a student's complete academic record.
3. Under this policy, a student can replace the grades in any course taken at IU South Bend, except courses in which the student received the grades of W, I, or NC. However, courses taken at any other

Indiana University campus can be replaced only if a student received the grade of F.

4. A student may exercise the grade replacement policy for a maximum of three courses or 10 credit hours (whichever comes first). The 10 credit hour limit includes any courses previously replaced under the FX policy prior to 2004 and any previously FX'd courses that were approved for academic renewal. A student may exercise the grade replacement policy only once for any single course.
5. Grade replacement under this policy ordinarily is available for undergraduate courses with fixed credit hours and fixed topics. The course in which the student reenrolls must be the same course for which grade replacement is sought. Grades in courses that have different titles or variable topics may be replaced only if the content in both courses is the same. In such cases, a student may petition to replace a grade in one course with the grade earned in another course, provided the two courses are equivalent. To determine equivalence, a comparison of course descriptions alone is not adequate. In making this determination, the faculty offering the course shall apply the same criteria as used in evaluating courses for transfer purposes.
6. Once invoked, a student may not subsequently request reversal of the grade replacement granted to a particular course.
7. Subject to the restrictions set out in earlier paragraphs, a student who received academic renewals may still use grade replacement for work taken subsequent to the granting of academic renewal.
8. Grade replacement does not happen automatically. It is the responsibility of the student who wishes to repeat a course in order to replace the grade to consult with his or her academic unit regarding its policies.
9. Enforcement of the grade replacement policy is the responsibility of the academic unit that certifies a student's fulfillment of degree requirements. Problems relating to the policy are referred to the academic unit's dean or equivalent.
10. IU South Bend joins all other campuses in honoring the principle that the grade policies on the degree-granting campus are applicable to each student. Hence, if an IU South Bend student transfers to another Indiana University campus, IU South Bend honors requests from that campus, on behalf of the student, to replace a grade earned at IU South Bend. Were the student to return to IU South Bend for graduation, however, the student must check with their academic unit for their policies regarding grade replacement.
11. This policy is inapplicable to any grades issues owing to academic dishonesty. As a precondition of any student receiving academic renewal, the registrar's office formally evaluates the student's record to identify any grades resulting from academic dishonesty.

### Grading Code

The official grade code of the university is as follows: A (highest passing grade), B, C, D (lowest passing grade), F (Fail), I (Incomplete), P (Pass), S (Satisfactory), and

W (Withdrawn). I, P, S, and W are not calculated in a student's GPA, but the grade of F is calculated as 0 points.

Quality points are assigned for purposes of determining the CGPA as follows:

### Grading Code Scale

A+ / 4.0
A / 4.0
A- / 3.7
B+ / 3.3
B / 3.0
B- / 2.7
C+ / 2.3
C / 2.0
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staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Indiana University 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 educational record to fulfill his or her professional responsibility. Upon request, the university may disclose educational 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; telephone; 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.

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### **Withdrawal**

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Students who withdraw during the first ten weeks of a regular semester or during the first four weeks of a summer session automatically receive a grade of W on the date of withdrawal. The only exceptions are:

- Courses dropped during the first week of classes do not show on the student's permanent record.
- The automatic withdrawal period for courses that do not meet for the full regular semester or summer session is prorated

at approximately 60 percent of the course duration.

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Students with financial aid must contact the Office of Financial Aid and Student Scholarships prior to withdrawing from any course due to possible financial consequences.

**Note: Termination of class attendance does not constitute official withdrawal and results in a grade of F. Students must officially withdraw from the course.**

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Any student called to active duty may withdraw from all courses and receive a 100 percent refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W is assigned initially. Students receiving financial aid are subject to refund policies as provided for by the agencies sponsoring the aid. The request to withdraw must be made within one week of being called to active duty and may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty must provide a copy of their orders to the Office of the Registrar along with a signed note asking to be withdrawn. These materials may be delivered in person, through the mail, or faxed to the Office of the Registrar. The Office of the Registrar notifies the student's instructor, school, and other campus offices. Students or other responsible parties may wish to call the Office of the Registrar first to begin the withdrawal process, with the understanding that a copy of the orders must be forthcoming.

#### **Work Done at More Than One Indiana University Campus**

Students who plan to earn a degree through a degree-granting program on one Indiana University campus and who plan to take a substantial number of hours on one or more of the other Indiana University campuses in partial fulfillment of degree requirements must have their

programs of study approved in advance by the degree-granting program. The residency requirement must be met on the campus where the degree-granting program is located.

## **Academic Regulations and Policies**

### **Academic Regulations and Policies**

#### **Graduation Requirements**

It is expected that a substantial part of the coursework done by students who intend to graduate from IU South Bend, especially in their major field, be completed on the IU South Bend campus. Candidates ordinarily are not recommended to receive the bachelor's degree from IU South Bend unless they earn 30 hours of credit at this campus. Specific academic program requirements for graduation should also be noted in the respective sections of this publication.

Degrees are conferred in December, May, and August. Commencement is conducted in May. Students who intend to complete their degree work within a given year must apply for graduation by the deadline. May, June, and August degree candidates must apply for graduation by October 1, while December degree candidates must apply for graduation by March 1.

#### **Graduation with Distinction**

Graduates whose minimum GPAs are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum GPAs are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum GPAs are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. These honors are noted on diplomas and in Commencement programs. Students who earn them are eligible to wear the cream and crimson fourragère at Commencement.

Some programs limit the number of students awarded distinction to the top 10 percent of the graduating class. Others may use different criteria for awarding distinction.

#### **Incomplete Grades**

A grade of I (Incomplete) may be given when a substantial amount of the coursework (75 percent) is satisfactorily completed by the end of the semester. The grade of I is given only when the completed portion of the student's work is of passing quality. The grade of I is awarded only under circumstances of hardship, when it is unjust to hold a student to the time limits ordinarily fixed for completion of coursework.

A student must remove the I within a calendar year from the date of its recording or, if required by the instructor, in a shorter time period. The academic program head may authorize adjustments of this period in exceptional circumstances. If the student fails to remove the I within the time allowed, the grade is changed to F. Students may not register for credit in a course in which they have a grade of I.

These regulations do not apply to courses in which completion of the coursework is not usually required at the end of the semester. Incomplete work in those courses is denoted by R (deferred grade).

### Independent/Correspondence Study

The Indiana University School of Continuing Studies offers interested individuals the option of taking university courses, both credit and noncredit, at home through the Indiana University independent study division. Credit earned in correspondence courses is not counted toward any graduate degree. It is possible, however, that such work may be used by the student to make up entrance deficiencies. For more information, call continuing education at (877) 462-4872, extension 4261; or off-campus programs at (800) 321-7834.

### Official Academic Transcript

Official transcripts are available from the Office of the Registrar for a fee. Requests can be submitted online, in person, by mail, or by fax. The Office of the Registrar cannot accept e-mail or phone requests, as a signature is required. Transcript requests for enrollment prior to fall 1965 must be submitted to the IU Bloomington Office of the Registrar.

### In Person

Print, complete, and sign the Transcript Request Form (available at registrar.iusb.edu/transcript, take it to the Office of the Bursar (Administration Building 100D) and pay the transcript processing fee. The cashier in the Office of the Bursar will stamp the form paid. Once you pay the fee you may bring the form to the Office of the Registrar in Administration Building 148X. A third party can pick up your transcript with your written permission.

### Online

Current students, alumni, and previous students who still have active computing accounts are able to request their transcript online by following the steps below:

1. Log into OneStart using user name and passphrase.
2. Make sure you are looking at the Student Self Service tab. This tab should be brown.
3. Scroll down the page until the title eDocs is found.
4. Under this title click on the link Official Transcript Request (Online) and follow the prompts. Indicate a preferred delivery method of pick-up, expedited delivery through the PDF option, or U.S. Postal.
5. The transcript processing fee must be paid via credit card; personal information is protected.
6. If indicating that "pick up" the transcript is selected, it will be available the same business day in the Office of the Registrar, Administration Building 148X. Please allow at least 15 minutes for this request to be processed. Regretfully, the Office of the Registrar cannot be held responsible for printing delays due to system technical difficulties.

### By Mail

Print, complete, and sign the Transcript Request Form. All transcripts are sent regular first class mail within two to three business days. If special handling is required the university requires authorization from the student to use his or her credit card information for the charges. FedEx overnight service is the provider that will be used and the

student will need to provide the preference of priority or standard. Be aware that FedEx will not deliver to a post office box address.

If you are paying by check or money order, make it **payable to Indiana University** and **write your university ID number in the memo section**. If you are paying by credit card, include your card information on the Transcript Request Form. Visa, MasterCard, and Discover cards are accepted as payment.

### Send the form and payment to:

Office of the Registrar / Transcript Request  
Indiana University South Bend  
1700 Mishawaka Avenue  
Post Office Box 7111  
South Bend, IN 46634-7111

### By Fax

Print, complete, and sign the Transcript Request Form.

Fax requests require credit card payment. Include your card information on the Transcript Request Form. Visa, MasterCard, and Discover cards are accepted as payment.

Fax the form to (574) 520-4868. Official transcripts cannot be sent via fax.

### Pass/Fail Option

During the undergraduate program, a student in good standing (not on probation) may enroll in up to a maximum of eight elective courses to be taken with a grade of P (Pass) or F (Fail). The Pass/Fail option may not be taken when otherwise restricted by academic program regulations.

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 to August 14. A course selected for Pass/Fail must be an elective; it may not be used to satisfy academic program requirements. Part-time students may select two Pass/Fail courses per 30 credit hours.

A student must file a Pass/Fail option request by the end of the third week of class. This is done by consulting the student's academic program and completing an option form. Once the option request has been processed, it is final and cannot be reversed. At the end of the course, the letter grade given by the instructor is converted by the records office into a final grade of either P (A, B, C, or D) or F. A grade of P cannot be changed subsequently to a grade of A, B, C, or D. A grade of P is not counted in computing GPAs; the grade of F is included.

### Readmission

In special cases, a student who was dismissed may petition a faculty committee, through the head of the appropriate academic program, for readmission. Because petitions must be submitted sufficiently in advance of the semester or session to which readmission is sought, students must consult with the appropriate academic program head as early as possible.

### Religious Observances

Indiana University respects the right of all students to observe their religious holidays and makes reasonable

accommodation, upon request, for such observances. Refer to the Indiana University Code of Student Rights, Responsibilities, and Conduct for details. Visit [www.dsa.indiana.edu/code](http://www.dsa.indiana.edu/code) to view a copy on the web.

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## Withdrawal-Classes and IU South Bend

### Withdrawal Policy

**Important Note** | *Students with financial aid must contact the Office of Financial Aid and Student Scholarships prior to withdrawing from any course due to possible financial consequences.*

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### Withdrawal from Classes

**Note** | Termination of class attendance does not constitute official withdrawal and results in a grade of F. Students must officially withdraw from the course.

Students who withdraw from their classes should initiate a drop or withdrawal request through [OneStart](#) the day they quit attending classes. Students who fail to officially withdraw receive grades of F in all courses in which they are enrolled.

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### Drop

Students can drop their classes anytime after registering for their classes through the first week of classes by following the Register and Drop/Add link in the OneStart Student Center. Classes dropped during this period do not show on the student's permanent record.

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### Withdrawal With Automatic Grade of W

Withdrawal requests beginning the second week of classes should be initiated through an eDrop request in OneStart. Students who withdraw before the end of the tenth week of a regular semester or before the end of the fourth week during a summer session automatically receive a grade of W on the date of withdrawal. The only exceptions are:

- The automatic withdrawal period for courses that do not meet for the full regular semester or summer session is prorated at approximately 60 percent of the course duration.
- Students in music ensembles or applied music should contact the Ernestine M. Raclin School of the Arts for information on withdrawals.

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### Late Withdrawal with Grade of W or F

Withdrawal requests initiated after the tenth week in spring and fall semesters and the fourth week in summer sessions must be due to extenuating circumstances beyond the student's control. Appropriate forms for processing late withdrawals must be obtained by the student from the Gateway Information Center or the office of their academic program. In addition to the signature and assigned grade of W or F by the instructor, the student must obtain the signature of their academic program head. Poor performance in a course is not considered grounds for a late withdrawal. Additional details and dates are outlined in the Schedule of Classes. No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Requests for withdrawal after the last day of classes must follow the grade appeal process.

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### Withdrawal from IU South Bend

Students must notify their academic advisor if they intend to withdraw from all of their classes during the semester. Students who plan on leaving the university for an extended period of time, defined as one or more semesters for reasons other than graduation, are expected to notify their academic advisor of their plans, reasons for their departure and if applicable, an estimated return date.

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### See also | Withdrawal for Reserves Called to Active Duty

## Withdrawal-Active Duty

### Withdrawal for Reserves Called to Active Duty

Indiana University realizes students who are members of the United States Armed Forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does not pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session.

Any student called to active duty, specialized training or as part of disaster relief efforts may withdraw from all courses and receive a 100% refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in some or all of the courses taken. Either alternative may

occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W will be assigned. Students receiving financial aid will be subject to the refund policies as provided for by the agencies sponsoring the aid. The request to withdraw needs to be made within one week of official notification by the military service and may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty, specialized training, or disaster relief efforts must provide a copy of their orders to the campus Veterans support services office (if applicable) or campus Registrar's office along with a signed note asking to be withdrawn. Either office provides a one-point-of-contact process for withdrawals so students won't need to visit various offices. Students or other responsible parties may wish to contact the appropriate campus office first to begin the withdrawal process based on some official military documentation, with the understanding that a copy of the orders would need to be forthcoming.

Students who cannot enroll for a future term or who need to withdraw from a current term due to military commitments can also be placed on a military leave of absence that will extend access to their IU computer and e-mail accounts while they are gone. A copy of orders provided to the campus Veterans support services office (if applicable) or campus Registrar's office will initiate this action.

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**See also | [Withdrawal from Classes](#) | [Withdrawal from IU South Bend](#)**

# Financial Aid and Scholarships | Index

## Financial Aid and Scholarships

**Cathy Buckman, M.S. | Assistant Vice Chancellor for Enrollment Services and Interim Director of Financial Aid**

**Administration 157 | (574) 520-4357 | [financialaid.iusb.edu](http://financialaid.iusb.edu)**

### Fast Facts

**Total Enrollment** 8,385 | **Undergraduate Students** 7,737 | **Graduate Students** 648 | **Full-time Undergraduates** 69% | **Part-time Undergraduates** 31% | **Males** 39% | **Females** 61% | **Financial Aid** \$61.5 million distributed to 6,750 students

### Index

- Financial Aid General Information
- Paying Tuition and Fees with Financial Aid
- Student Status and Minimum Registration
- Citizenship
- Verification
- Loan Default/Pell Grant Repayment
- Satisfactory Academic Progress Standards
- Graduate Financial Aid
- Federal Financial Aid Programs | Federal Pell Grants and Federal Supplemental Educational Opportunity Grants | Federal Work-Study Program | Federal Family Education Loan Program | Federal Perkins Loan
- Refund and the Return of Title IV Funds
- Refund and Repayment Policy for Students Receiving Federal Financial Assistance
- Scholarships

## Financial Aid and Scholarships | Information

### Financial Aid General Information

Financial aid programs at IU South Bend are designed to serve as many students as possible. In awarding aid, IU South Bend recognizes two distinct criteria: (1) scholastic ability, used in the awarding of scholarships; and (2) financial need, used in the awarding of all federal and state financial aid. Financial need is the difference between the expected family contribution and the cost of attendance, and is determined by information provided on the Free Application for Federal Student Aid (FAFSA).

Students may qualify for one or more of the following types of financial aid: scholarships, grants, loans, or student employment. IU South Bend recognizes that each student and family is different; if the family situation changes after filing the FAFSA, contact the financial aid office so they can determine if changes should be made. Information provided on any document is held in the highest confidence, according to university policy.

To be considered for the maximum available state and federal financial aid, the FAFSA should be completed by March 1 to ensure it is received by the annual March 10 deadline, as established by the Indiana Commission for Higher Education (formerly known as SSACI). Complete applications are processed in date

received order. Students must apply for financial aid each year by completing the FAFSA or Renewal FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA for the next academic year is available online after January 1.

### Paying Tuition and Fees with Financial Aid

With the exception of federal loans, aid is credited to your account, provided enrollment requirements for each award are met. Awards are indicated on your Financial Aid Notification (FAN) (freshman) and on your financial aid OneStart account.

First-time loan recipients at IU South Bend (Perkins or Federal Family Education Loans (FFEL)), must sign a Master Promissory Note before funds are disbursed to their account.

An e-mail regarding the signing of Federal Perkins Loan promissory notes at <https://www.signmyloan.com> is sent from the Student Loan Administration in Bloomington.

IU processes Stafford Loans directly through the federal government, utilizing the Direct Loan Program. Stafford Loan borrowers at IU South Bend receive information with their FAN (freshman) or via e-mail (upperclassmen) regarding the electronic signature process. No loan funds are disbursed to a student's account without receipt of the promissory note(s). In addition, all first-time loan borrowers in the Stafford Loan Program must complete an entrance interview before loan funds are disbursed. Go online to <https://studentloans.gov> for more information.

If financial aid awards are greater than the amount of tuition and fees due, the Office of the Bursar issues refunds no earlier than 10 days before the beginning of each semester. Students have 14 days from the date student loans credit to their bursar account to cancel any loan disbursements.

### Student Status and Minimum Registration

To qualify for most federal financial aid, you must be formally admitted and enrolled in a degree-granting program. Award amounts may vary based on actual enrollment. Some awards require full-time enrollment while Pell Grants may be awarded for less than half-time enrollment.

Half-time status for undergraduate students is 6 credit hours per semester; for graduate students, half-time status is 4 credit hours. Full-time status for undergraduate students is 12 credit hours per semester; for graduate students, full-time status is 8 credit hours per semester. Students admitted as nondegree (audit or guest students) or high school students taking courses for college credit are not eligible for state or federal financial aid.

### Citizenship

To be considered for financial aid, you must be a United States citizen, national, or non-United States citizen with permanent resident status. If you are an eligible noncitizen (permanent resident), you must submit a photocopy of your Alien Registration Card to the Office of Financial Aid and Scholarships. You may also be required to provide documentation from the Social Security Administration regarding your citizenship status.

### Verification

Student files are selected for verification based on specific criteria determined by the federal processor. If a student is

selected for verification, additional information is required to complete the student's file. Required information is available on OneStart via a student's To Do List. No financial aid funds are disbursed until the verification is completed. It is recommended that students and parents check the box on the FAFSA to have IRS data imported. This will complete portions of the verification process.

### Loan Default/Pell Grant Repayment

Students are not eligible to receive state or federal financial assistance if they are in default on any Title IV loan (Federal Perkins Loan, Federal Direct Loan, Federal Stafford Loan, Federally Insured Loan, or Federal Parent Loan for Undergraduate Students), or owe a repayment on any Title IV grant, such as the Federal Pell Grant or Federal Supplemental Educational Opportunity Grant received for attendance at any institution. The financial aid office requires documentation from either the servicer of your loans indicating that your loan is in satisfactory standing or the previous school indicating any required repayment issued has been resolved before any aid is disbursed.

### Satisfactory Academic Progress Standards

Students receiving state or federal financial assistance must meet the following standards to maintain their eligibility for funding:

- Complete 67 percent of all coursework attempted.
- Undergraduate students must maintain the minimum program grade point average required for graduation as established by their academic unit; graduate students must maintain a program grade point average of 3.0.
- All undergraduate coursework must be completed within 150 percent of the published time frame required to complete the degree (180 maximum hours for Bachelor of Arts and Bachelor of Science degrees; 98 hours for Associate of Arts and Associate of Science degrees).
- Attend all classes. Students who withdraw from all of their courses for any term (including summer sessions) or who are identified as not attending classes are subject to a repayment calculation.

Academic progress policies are applied consistently to all students receiving federal financial aid and all students are reviewed at least annually.

Students who fail to meet these standards and have mitigating circumstances may appeal by completing the satisfactory academic progress appeal process.

### Graduate Financial Aid

Information regarding financial aid for graduate students at IU South Bend is listed can be found on the [Graduate Policies and Regulations](#) website.

### Federal Financial Aid Programs Federal Pell Grants and Federal Supplemental Educational Opportunity Grants

Federal Pell Grants are available only to undergraduate students and do not have to be repaid. The grant is based on financial need and the amount received is determined by your family contribution as calculated from your FAFSA data, and your enrollment (full-, three-quarter-, half-, or less than half-time).

Federal Supplemental Educational Opportunity Grants (FSEOG) are funds provided to the institution to award to undergraduate students with exceptional financial need. Funding is limited, so students must meet the March 10 priority deadline to be considered.

### Federal Work-Study Program

Federal work-study is on-campus employment or employment at an approved community service work-study site off campus. To be eligible for work-study, students must demonstrate financial need. Students typically work 15-20 hours per week and must be enrolled at least half time (6 credit hours per term for undergraduates or 4 credit hours per term for graduates) to receive this award during the academic year. Full-time work-study is available during summer, even though the student might not be enrolled in courses during either summer session.

### Federal Family Education Loan Program

The Federal Family Education Loan Program is the United States Department of Education's major form of self-help aid. Loans may either be subsidized or unsubsidized. Subsidized loans are based on a student's financial need and do not require a student to make any interest payments while in school. Unsubsidized loans are not based on financial need and accrue interest from the time the loan is disbursed. **Funding for these awards is determined by the federal government and is subject to change.**

Annual subsidized and unsubsidized loan amounts for dependent students are as follows:

#### Students | Amount

First year | \$5,500  
Second year | \$6,500  
Third year | \$7,500  
Fourth year | \$7,500

Annual subsidized and unsubsidized loan amounts for independent students are as follows:

#### Students | Amount | Maximum Subsidized

First year | \$9,500 | \$3,500  
Second year | \$10,500 | \$4,500  
Third year | \$12,500 | \$5,500  
Fourth year | \$12,500 | \$5,500

Graduate students may borrow an annual maximum of \$20,500 in unsubsidized loans annually.

### Federal Perkins Loan |

The Federal Perkins Loan is awarded on a funds-available basis, providing students complete the FAFSA annually by the March 10 deadline preceding the next academic year of enrollment. The maximum amount of the loan is determined annually and depends upon funding available. The sum of Federal Perkins Loans made to students for both undergraduate and graduate education may not exceed \$40,000. Both undergraduate and graduate students must be registered at least half time to receive these funds. Direct questions regarding cancellation and repayment of Federal Perkins Loans disbursed through IU South Bend to:

Student Loan Administration | Post Office Box 1609 |  
Bloomington, Indiana 47402-1609 | (866) 485-6267 |  
iuloans.iu.edu

### **Refund and the Return of Title IV Funds |**

Contact the **Office of Financial Aid and Student Scholarships** before withdrawing or dropping courses to determine if these decisions will have an effect on your financial aid in the future.

All students who withdraw from coursework are subject to the institution's refund policy. Students who withdraw from the university receive a prorated refund of educational fees, according to the following schedule:

#### **Fall and Spring Semesters**

##### **Refund | Period Ends**

100 percent | Last day of the first week of class  
75 percent | Last day of the second week of class  
50 percent | Last day of the third week of class  
25 percent | Last day of the fourth week of class

#### **Summer Sessions**

##### **Refund | Period Ends**

100 percent | Last day of the first week of class  
50 percent | Last day of the second week of class

Students can electronically drop one or more courses by visiting [onestart.iusb.edu](http://onestart.iusb.edu) and using the eDrop process. Once completed, the withdrawal procedure enables IU South Bend to refund the maximum possible institutional charges.

### **Refund and Repayment Policy for Students Receiving Federal Financial Assistance |**

Students receiving federal Title IV assistance are subject to all institutional policies regarding refunds and course enrollment. In addition, if you receive Title IV assistance, you are subject to additional refund and repayment policies mandated by the federal government. Title IV funding includes the following: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Stafford Loan (subsidized and unsubsidized), Federal PLUS Loan, and other programs. Repayment procedures are applied consistently to all Title IV recipients who withdraw within the designated time frames.

Students (or the institution on the student's behalf) who withdraw from courses or do not attend classes for any given term, may be required to return all or a portion of the federal funds received for that term. This is calculated through the Return of Title IV Funds formula determined by the United States Department of Education. The federal formula is applicable to students receiving federal aid, other than Federal Work-Study, if the student withdraws on or before the 60 percent point in the semester. The calculation determines the percentage of Title IV aid to be returned by dividing the number of calendar days remaining in the semester by the total number of calendar days in the semester. Scheduled breaks of five or more consecutive days are excluded.

Once the percentage is determined, funds are returned to federal programs in this order: Federal Stafford Loan Unsubsidized, Federal Stafford Loan Subsidized, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant,

Federal Supplemental Educational Opportunity Grant, other state or federal programs, institutional aid, and the student. Policies are subject to change as mandated by federal and state law.

Examples of calculations and worksheets used to determine the amount of refund or return of Title IV aid are available in the Office of Financial Aid and Student Scholarships.

**Note:** Students receiving an excess aid check because of a credit balance on their account prior to withdrawing from IU South Bend may be required to repay some of the federal funds.

**Note:** All information is correct at the time of publication. Contact the Office of Financial Aid and Student Scholarships regarding financial aid changes.

### **Scholarships |**

**Administration Building 157 | (574) 520-4357 |**  
**[scholarships.iusb.edu](http://scholarships.iusb.edu)**

Over 200 scholarship opportunities are available to IU South Bend undergraduate and graduate students through the Online Scholarship Application (OSA). The OSA may be accessed through OneStart by clicking on the IU South Bend and IU Foundation Scholarship link. Incoming students may apply by creating a guest account if they have not yet been assigned a student identification number. The OSA is due March 1 each year, and allows students to be considered for institutional, IU Foundation, alumni, and departmental scholarship opportunities.

Additional information regarding paper forms and outside resources may be found on the IU South Bend scholarship website. These scholarships may have different deadlines and requirements from the March 1 OSA deadline. Students are encouraged to begin researching available funding options as early as possible to provide the greatest opportunity to be considered for scholarship dollars. Tips for submitting a competitive application may also be found on the website.

## Services for Students

### Services for Students

#### Fast Facts

State of the art library with access to over 200 databases, 58,000 e-journals, and 100,000 e-books | student housing for 400 | over 100 clubs and organizations | 100 arts events a year | men's & women's athletics | Child Development Center | learning and writing centers | 100,000 square foot fitness facility

- Academic Advising
- Academic Centers for Excellence [ACE] | Mathematics Tutoring Center
- Affirmative Action and Campus Diversity
- Alumni Association
- Campus Police | Clery Security Report | Parking
- Career Services
- Child Development Center
- Cultural Arts
- Dental Clinic
- Disability Support Services
- Diversity Programs | Civil Rights Heritage Center | Making the Academic Connection [MAC]
- Enrollment Options | Northern Indiana Consortium for Education [NICE] | Center for Distance Education [CDE] | Indiana College Network [ICN]
- Health and Wellness Center
- Honors Program
- Housing and Residence Life
- Information Technology [UITs]
- International Programs
- International Student Services
- Judicial Affairs
- Library (Franklin D. Schurz) | Educational Resource Commons [ERC]
- Student Activities | Office of Student Life | Student Activities Center [SAC] | Athletics and Activities
- Student Counseling Center
- Veteran Student Services

### Academic Centers for Excellence

#### Academic Centers for Excellence

**Virginia Heidemann, Ed.D. | Director**

**Administration Building 122 | (574) 520-5022 |**

**[ace.iusb.edu](http://ace.iusb.edu)**

#### About the Academic Centers for Excellence

The Academic Centers for Excellence (ACE) offers a variety of free learning support programs through the Learning Center and the Writers' Room to assist students in the development of skills and strategies that will help them become successful and independent learners.

The Learning Center offers drop-in tutoring, exam reviews, supplemental instruction, and workshops. Supplemental Instruction (SI) sessions are regularly scheduled, informal review sessions in which students integrate course content and study skills. Study Smarter academic coaches meet one-on-one with students to determine their strengths and weaknesses as learners. Together a student and coach design strategies to meet

individual needs. Academic skills workshops are designed to enhance the development of effective learning skills.

The Writers' Room offers writing tutoring for any subject, any course. Whether a student is exploring ideas, organizing their thoughts, or polishing the draft of their paper, a tutor can help them improve their writing. Students can use the computer laboratory to write and print papers, and find podcasts and writing resources on the website. Students can also sign up for a WriteWell coach, who will give them the personalized, consistent attention they need to improve overall skills as writers.

Information on all of our services, including schedules and forms, can be accessed from the ACE website [ace.iusb.edu](http://ace.iusb.edu).

#### The Mathematics Tutoring Center

**Northside Hall 310 | (574) 520-4665 | [math.iusb.edu](http://math.iusb.edu)**

The mission of the Mathematics Tutoring Center is to provide a positive and courteous atmosphere in which skilled mathematics tutors help students succeed in their courses. Tutoring is free of charge and is offered on a drop-in basis.

### Academic Advising

#### Academic Advising

Each student is assigned to an academic advisor who helps the student develop a program that complies with university requirements and standards. Academic advisors also help students identify and take advantage of other academic support services such as tutoring, internship programs, academic assessment, and supplemental instruction.

Contact your academic unit for advising appointments.

Final responsibility for meeting degree requirements rests with the student.

### Alumni Association

#### Alumni Association

**Jean Metzger | Director**

**Administration Building 101 | (574) 520-4381 |**

**[alumni.iusb.edu](http://alumni.iusb.edu)**

#### About the IU South Bend Alumni Association

The IU South Bend Alumni Association promotes the interests of IU South Bend and sponsors programs that benefit the campus, its alumni, and the community. Two-thirds of IU South Bend's 29,000 alumni live and work in northern Indiana. Many have discovered the benefits of being part of the IU South Bend Alumni Association.

The IU South Bend Student Alumni Association (SAA) is an organization that connects students with IU South Bend alumni and assists in promoting and accomplishing the goals of the IU South Bend Alumni Association. Students can find a variety of ways to make a difference on- or off-campus in this organization. From meeting with state legislators to helping local homeowners at Rebuilding Together, SAA members become a vital, active part of the campus and community and gain valuable leadership experience while giving back.

## Campus Police

### Campus Police

**Martin Gersey, M.P.A. | Chief of Police**  
 2002 Mishawaka Avenue | (574) 520-4499 |  
[police.iusb.edu](http://police.iusb.edu)

#### About the IU South Bend Campus Police Department

At IU South Bend, the safety and well-being of all members of our campus community is a primary concern. The Campus Police Department works in partnership with all members of the IU South Bend community to minimize the potential for harm and provide a safe and secure setting for all. Students are encouraged to visit the campus police website located at [police.iusb.edu](http://police.iusb.edu) for service- and safety-related information.

#### Clery Security Report

(574) 520-4499 | [police.iusb.edu](http://police.iusb.edu)

At Indiana University South Bend the safety and well being of all members of our campus community is a primary concern. In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the University publishes an annual security report that includes information about its services, crime prevention strategies, crime reporting policy, procedures & responses, access to campus facilities, enforcement & arrest authority of campus police officers, and campus crime statistics for the most recent three year period. The campus police department also maintains a log of crimes that are reported to the department. This crime log may be found on the website at [police.iusb.edu/disposition\\_definitions.php](http://police.iusb.edu/disposition_definitions.php)

The security report also contains information on the University's policy on alcohol and other drugs, and on other security related University policies. The information and service report is available on the web at [https://www.iusb.edu/police/clery\\_security\\_report.php](https://www.iusb.edu/police/clery_security_report.php)

In addition to these resources an annual fire safety report is available for campus student housing. This report provides information about fire safety and fires that have occurred in on-campus housing facilities. This report includes fire statistics, the cause of each fire, damages caused by the fire and other details. This report may be accessed on the web at <https://inlocc.iu.edu/ORM/CAS/FireReporting/FireReportingInfo.cfm>

A hard copy of these reports is available by writing to:

Indiana University South Bend | Police Department | 2002  
 Mishawaka Ave | South Bend, IN 46615

The printed report may also be obtained by calling the department at 574-520-4499, or by stopping by the office.

#### Parking

**Administration Building 123A | (574) 520-5528 |**  
[parking.iusb.edu](http://parking.iusb.edu)

Students are required to purchase and display a current IU South Bend parking permit to park in university lots. Students may park in any student area except those signed as restricted. Permits are not mailed out. They must be picked up at the parking office.

Students who wish to park on campus must select the parking option when registering for classes. Students who select parking during registration should be sure to check

their registration receipt to ensure that parking displays on their e-bill. If parking does not display on the e-bill, contact the parking office.

## Office of Career Services

### Career Services Office

**Administration Building 116 | (574) 520-4425 |**  
[careers.iusb.edu](http://careers.iusb.edu)

#### About the Office of Career Services

The Office of Career Services assists students in assessing personal career interests to aid in making an informed decision about choosing a major, deciding on a career path, and finding an internship or job. All services are available to students at no cost. Students are encouraged to visit the Office of Career Services as freshmen and throughout their college experience.

The following services are offered:

#### Career Assessments

Use FOCUS2, the career assessment online tool, to assist with choosing a major and deciding on a career path.

#### Internship Planning

Assistance is offered to strengthen career goals and to gain practical experience that helps students obtain major-related employment upon graduation. Internships are posted at [careers.iusb.edu](http://careers.iusb.edu).

#### Job Search

Whether you are looking for a professional position after graduation or a job to help pay for college, visit [careers.iusb.edu](http://careers.iusb.edu), as the Office of Career Services posts jobs of all types.

#### Employability Skills

Finding your perfect job or your first job can be confusing. Career professionals are available to help you with your résumé, interviewing skills, and the job search process.

#### On-Campus Interviews, Résumé Review Service, and the Annual IU South Bend Career and Internship Fair

On-campus recruiting events provide professional job seeking and interviewing opportunities for nearly-graduated students as well as for alumni. Employers visit the campus to conduct interviews and to participate in the annual job fair. Also, the [IUSBCareers.com](http://IUSBCareers.com) database system allows employers to search for job seekers and for job seekers to search for employment opportunities. Graduate School Services

The career education library houses information on various graduate schools, entrance examination dates, application procedures, and financial aid. Additional resources are available regarding admission strategies and Internet access to graduate education related websites. Career counselors can also assist with your graduate school options. For information about IU South Bend's graduate programs, visit [graduate.iusb.edu](http://graduate.iusb.edu) or the graduate school section of this publication.

## Child Development Center

### Child Development Center

**Mary Wilham-Countway | Director**  
**University Center 120 | (574) 520-4485 |**  
[childcare.iusb.edu](http://childcare.iusb.edu)

#### About the Child Development Center

The IU South Bend Child Development Center (CDC) provides families of students, faculty, staff, alumni, and the community with a quality, child-centered program. IU South Bend students are given high priority for admission. The center serves children from the time they begin to walk without assistance through kindergarten. The main goal is to provide an environment that enables each child to develop a healthy sense of his or her own value and competence. All lead teachers are degreed in either early childhood and/or elementary education.

In the summer the CDC also offers a summer camp program which serves children ages six to nine years old.

Hours are Monday through Friday from 7:30 a.m. to 5:30 p.m.

For additional information [contact](#) the director of the Child Development Center.

## Student Counseling Center

### Student Counseling Center

**James Hurst, Ph.D. | Director**  
**Administration Building 130 | (574) 520-4125 |**  
[scc.iusb.edu](http://scc.iusb.edu)

#### About the Student Counseling Center

The IU South Bend Student Counseling Center provides confidential, short-term mental health counseling services to currently enrolled students who are facing obstacles to academic and personal success. Counseling can help with issues that range from coping with life's transitions to dealing with more serious emotional concerns. Students do not have to experience serious psychological problems to access counseling center services. Qualified mental health professionals and supervised graduate students are available to assist students with any of the following issues: adjustment to college, anxiety, depression, stress and stress management, academic performance, relationship or family problems, body image and/or eating concerns, bereavement, alcohol or drug use, or other mental health concerns.

The Student Counseling Center offers a comprehensive array of programs and services to the IU South Bend community, including individual, group and relationship counseling; crisis assistance, assessments and referrals, consultation to faculty and staff, awareness and screening programs, classroom presentations, and online resources and assessments. Services are provided free of charge to IU South Bend students.

## Cultural Arts

### Cultural Arts

**Northside Hall 017 | (574) 520-4203 |** [arts.iusb.edu](http://arts.iusb.edu)

#### About Cultural Arts

The Ernestine M. Raclin School of the Arts box office provides tickets and event information for all arts-

sponsored events on- and off-campus. The office supports the development of artists through participation in our programs.

The performance season runs from September through May and includes music, theatre, dance, and communication studies events, along with a selection of visual arts exhibitions. Audience members can attend events featuring our students, faculty, or guest artists in solo and ensemble performances. Some of the performing ensembles include the Toradze Piano Studio, South Bend Symphonic Choir, IUSB Jazz Ensemble, IU South Bend Wind Ensemble, South Bend Youth Symphony Orchestras, and the IUSB Theatre Company.

Tickets for arts events are available to students and children for free. Tickets for the public are \$3-\$12. For more information or a current schedule, contact the box office. The box office is open Monday through Friday from 11 a.m. to 6 p.m. during the fall and spring semesters.

## services

### Dental Clinic

**Education and Arts Building 1205 | (574) 520-4156 |**  
[dental.iusb.edu](http://dental.iusb.edu) | [dhclinic@iusb.edu](mailto:dhclinic@iusb.edu)

#### About the Dental Clinic

The Dental Hygiene Program on the IU South Bend campus offers clinical services to students and the community during the academic year and first summer session.

#### These services include |

- dental inspection
- dental prophylaxis (scaling and polishing of teeth)
- caries preventive treatments (application of fluorides)
- preventive periodontal treatment (treatment of minor gum disorders)
- diagnostic dental X-ray films

All treatment is rendered by qualified dental hygiene students under the supervision of a licensed dental professional. Call (574) 520-4156 for an appointment.

## Disability Support Services

### Disability Support Services

**Jim Hasse, Ph.D. | Director**  
**Administration 113 | (574) 520-4832 |**  
[disabilitysupport.iusb.edu](http://disabilitysupport.iusb.edu)

#### About Disability Support Services

IU South Bend is committed to providing equal access to higher education for academically qualified students with disabilities. Disability Support Services assists students with disabilities in achieving their academic potential by coordinating a variety of services. The office acts as a liaison between the student, instructors, and other university resources and community agencies.

To be eligible for services, you must register with Disability Support Services and provide current documentation of the disability. Contact Disability Support Services at least eight weeks before enrolling at IU South Bend to ensure sufficient time to plan for individualized academic modifications and services. While every effort is made to accommodate students with disabilities, it is the student's

responsibility to make needs known, provide proper documentation, and request services in a timely manner.

## Diversity Programs

### Diversity Programs

**Civil Rights Heritage Center**  
**Wiekamp Hall 3210 | (574) 520-5580 |**  
[civilrights.iusb.edu](http://civilrights.iusb.edu)

The Civil Rights Heritage Center uses the civil rights movement as living history to promote a better understanding of individual responsibility, race relations, social change, and minority achievement. Programs include Step One, Diversity Reading, Twenty-first Century Scholars Citizenship and Education, and Freedom Summer.

**Making the Academic Connection (MAC)**  
**Administration Building 107, 108, and 111 | (574)**  
**520-4565 | [mac.iusb.edu](http://mac.iusb.edu)**

The Making the Academic Connection (MAC) office consists of a team of professional counselors committed to providing support services, programs, and advocacy for minority students and Twenty-first Century Scholars.

The MAC office, located within student services, is open and available to all students. However, the office actively seeks out incoming minority students (primarily African American and Latino, which make up the largest percentage of the campus minority student population) and Twenty-first Century Scholars to connect with them and begin to build relationships early in the semester. MAC connects with students on all levels: academic, financial, social, and personal, and is committed to ensuring that students persist and graduate from IU South Bend.

## Enrollment Options

### Enrollment Options

**Administration Building 148 | (574) 520-4451 |**  
[registrar.iusb.edu](http://registrar.iusb.edu)

#### Northern Indiana Consortium for Education

IU South Bend is one of six institutions of postsecondary education in St. Joseph and Elkhart counties that are members of the Northern Indiana Consortium for Education (NICE). The purpose of the consortium is to share the library resources, faculty expertise, and academic strengths of the six institutions so that course opportunities available to students at member schools may be broadened. In addition to IU South Bend, the consortium includes Bethel, Goshen, Holy Cross, Ivy Tech Community (North Central), and Saint Mary's colleges.

A student exchange program operates under the auspices of NICE and is open to formally admitted full-time undergraduate students (those enrolled in a minimum of 12 credit hours of coursework). Students cannot request a NICE course if the course is offered at the student's home institution during the requested semester. Permission to take the guest institution's course is granted on a seat-available basis.

IU South Bend students interested in taking courses at another NICE institution must obtain the approval of their academic advisor and complete the registration requirements established by the IU South Bend Office

of the Registrar. IU South Bend fees are assessed for classes taken at other institutions. Laboratory fees are paid to the host school. No more than 6 credit hours may be taken through the consortium in a semester. No consortium classes may be taken in summer sessions.

Under a library resources agreement established by the six schools, students and faculty members at IU South Bend have access to the holdings of other libraries in the consortium without cost to the borrower.

**Center for Distance Education (CDE)**  
**Marianne Castano Bishop, Ed.D. | Director**  
**Northside 233 | (574) 520-4543 | [DLiusb@iusb.edu](mailto:DLiusb@iusb.edu)**  
**[distance.iusb.edu](http://distance.iusb.edu) or [online.iusb.edu](http://online.iusb.edu)**

#### About Distance Education at IU South Bend

IU South Bend offers several distance education (DE) courses; including fully online and hybrid/blended courses for undergraduate, graduate, and certificate programs. Admission to the university is required and tuition is the same for classes held on campus. Throughout the year, new courses are developed with several offered every semester.

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Before registering for a DE course, students are encouraged to take the Student Readiness Survey found at <https://www.iusb.edu/distance-learning/student-survey.php>. The self-assessment is meant to help students understand what is required/expected of them as well as what they can expect from a DE course.

Visit the Center for Distance Education [website](#) for up-to-date information about our programs and student information.

**Indiana College Network**  
**Teresa Sheppard | Coordinator**  
**Administration 128 | (574) 520-4116 | [www.icn.org](http://www.icn.org)**

#### About the Indiana College Network

The Indiana College Network (ICN) is a cooperative service of Indiana's colleges and universities and their educational partners. It is operated by the Indiana Higher Education Telecommunication System (IHETS), one of the nation's foremost state educational technology organizations. IHETS was established by the Indiana General Assembly in 1967, and under its guidance a statewide higher education leadership committee created the Indiana College Network in 1994, making ICN the first such virtual university consortium in the country. All members are accredited by the North Central Association (NCA) Higher Learning Commission. High school programs are accredited by NCA's Commission on Accreditation and School Improvement.

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at a distance. The ICN process has as its ultimate goal the transfer of courses from one institution to another. Distance learning provides a tremendous opportunity for those whose obligations or schedules prevent them from realizing their educational dreams. ICN member institutions are experienced in helping distant students. All pay close attention to assure that distant students receive quality instruction. They offer individual courses as well as complete certificate and degree programs for students from middle school, high school dual credit, undergraduate, graduate school, and beyond.

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## Honors Program

### Honors Program

**Jonathan Nashel, Ph.D. | Director**  
**Wiekamp Hall 3300 | (574) 520-4289 | [honors.iusb.edu](http://honors.iusb.edu)**

#### About the IU South Bend Honors Program

The IU South Bend Honors Program provides a special experience for highly motivated undergraduates who welcome intellectual engagement and are willing to meet high academic expectations. This is a dynamic program that can boost a student's academic career and increase his or her enjoyment of the college experience.

Honors students work closely with faculty to pursue academic challenges through research, mentoring relationships, and specially designed honors courses that encourage them to strive for individual excellence.

Admission to the Honors Program is open to all qualified students. Additional social activities provide opportunities to know other students and faculty in the program. Honors courses are available in nearly every discipline and are listed at the beginning of the Schedule of Classes under Honors Program (HON).

Honors graduates receive an Honors Program certificate, an Honors graduation cord; success in the program will be noted on the transcript after completion of eight Honors Program courses, including HON-H 100 Introduction to Honors and an Honors Program senior project mentored by a faculty member (often combined with the senior capstone experience in the student's chosen major).

Each semester an Honors student can also convert one regular course into an Honors course, upon the approval of the faculty member and the Director of the Honors Program. Several scholarships, available only to Honors Program participants, are awarded each year.

For further information about any facet of this program, contact the Honors Program director, Professor Jonathan Nashel, [jnashel@iusb.edu](mailto:jnashel@iusb.edu).

## Housing and Residence Life

### Housing and Residence Life

**Community Building 110 | (574) 520-5805 | [housing.iusb.edu](http://housing.iusb.edu)**

### About the Office of Housing and Residence Life

The Office of Housing and Residence Life provides and maintains a safe, clean, comfortable, community-centered environment which fosters academic success, individual growth and responsibility, and civic engagement. Staff and community members support core values of community, integrity, respect, diversity, learning and leadership. Residence halls accommodate 400 students in one-, two-, and four-bedroom, single-gender, furnished, suite-style units. Utilities, cable, and IU network Internet service are included.

Located at 1735 Titan Drive and connected to the main campus by a pedestrian bridge, the site includes a community building with silver Leadership in Energy and Environmental Design (LEED) certification. The building features wireless Internet, front desk operation, mail service, a big screen TV, study areas, fitness equipment, and laundry facilities. Resident assistants live on site and provide community development and educational programming, roommate mediation, basic helping resources, and accountability for policies. The property is monitored by campus police 24 hours a day, 7 days a week. Full-time IU South Bend, Purdue Statewide Technology or Ivy Tech Community College students are eligible to reside in housing.

Application instructions, rates, and residential living guidelines are available [online](#).

## University Information Technology Services

### University Information Technology Services

**Bev Church | Senior Director**  
**Northside Hall 0069 | (574) 520-5555 [option 2] | [uits.iusb.edu](http://uits.iusb.edu)**

#### About University Information Technology Services

In full recognition of the student-centered orientation of the IU South Bend mission, University Information Technology Services (UITS) is dedicated to facilitating the creation and dissemination of information through accessible, and user-friendly technology, training and support. This is accomplished through the functional areas of user support, systems support, instructional media services, web services and information security.

Information technology service responsibilities are to:

- Provide and support campus computing systems, including academic and local administrative systems
- Install and maintain IU South Bend data and telephone networks
- Provide computing technology and support of student technology centers
- Provide training in computer use for students, faculty and staff
- Provide campus level support of IU enterprise technology systems, cloud-based computing and the intelligent infrastructure
- Support acquisition and maintenance of classroom instructional technology to facilitate the educational process
- Provide access, consultation and support of educational media technology

## International Programs

### International Programs

**Lisa Zwicker, Ph.D. | Coordinator**  
**Wiekamp Hall 2277 | (574) 520-4402 |**  
[internationalprog.iusb.edu](http://internationalprog.iusb.edu)

#### About International Programs

The mission of the Office of International Programs is to promote international education at IU South Bend so that all students can achieve global literacy, to open international opportunities for students and faculty, and to foster international understanding and awareness for the campus as well as for the larger community.

The office administers IU South Bend study-abroad programs and advises students on Indiana University study-abroad opportunities. Students interested in studying abroad should speak with the director of international programs. The Office of International Programs also oversees the certificate of international studies and the minor in international studies.

## Services for Students

### International Student Services

**Connie Peterson-Miller, M.L.S. | Director**  
**Administration Building 166X | (574) 520-4419 |**  
[oiss.iusb.edu](http://oiss.iusb.edu)

#### About the Office of International Student Services

The Office of International Student Services offers admissions processing, immigration advisement, support services, counsel, and programming for all international students from applicant through alumni status. A trained staff supports international students as they settle into the community and assists in locating the resources they require to succeed academically. All student applicants who hold a United States visa or have been educated at the high school or collegiate level outside the United States should contact the Office of International Student Services when seeking admission.

## Judicial Affairs

### Judicial Affairs

**Charlotte Pfeifer, M.P.A. | Director**  
**Administration Building 115 | (574) 520-5524 |**  
[judicial.iusb.edu](http://judicial.iusb.edu)

#### About the Office of Judicial Affairs

The Office of Judicial Affairs educates the campus and adjudicates violations of The Indiana University Code of Student Rights, Responsibilities, and Conduct hereinafter referred to as The Code. The office advocates for students.

#### The goals of the office are |

- To promote a campus environment that supports the overall education of the university
- To protect the university community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues

- To foster personal learning and growth while holding individuals and groups accountable to the standards or expectations established in The Code

Students may reference The Code at [www.dsa.indiana.edu/Code](http://www.dsa.indiana.edu/Code). The procedures for IU South Bend may be found at [judicial.iusb.edu](http://judicial.iusb.edu). It is the student's responsibility to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus to avoid them. Students are expected to be familiar with The Code, as they are held to the standards outlined within the document.

The following is a partial list of university policies contained within the code. This applies to individuals and student organizations.

- Academic Misconduct
- Cheating
- Plagiarism
- Violation of course rules
- Personal Misconduct on University Property
- Classroom disruption
- Copyright violations
- Possession of firearms or other weapons
- Physical/verbal abuse of any person
- Unauthorized possession or use of alcoholic beverages
- Tobacco-free policy violations
- Unauthorized possession or use of illegal drugs
- Personal Misconduct Not on University Property
- Altering academic transcripts
- Battery
- Alcohol and drug offenses
- Sexual assault
- Unauthorized use of a computer off the campus to obtain access to information
- Participation in group violence
- Stalking

## Franklin D. Schurz Library

### Franklin D. Schurz Library

**Vicki Bloom, M.S. | Dean**  
**Schurz Library 304B | (574) 520-4844 |**  
[library.iusb.edu](http://library.iusb.edu)

#### About the Franklin D. Schurz Library

The Franklin D. Schurz Library serves as the information commons and intellectual center for the IU South Bend campus. As the focal point for inquiry and study, the library strives to provide a host of resources and services to meet the information and research needs of our students, faculty, and staff. The collection includes 500,000 books, journals, and government publications; 6,000 audio/video recordings; the campus archives; and special collections such as the James Lewis Casaday Theatre Collection, and the Christianson Lincoln Collection. In addition, the library subscribes to over 150 databases which provide access to thousands of full text articles and e-books. Nearly all of these electronic resources are accessible from student labs, apartments, offices, and home via the library website. The Schurz Library is part of the IU Libraries system, which is one of the largest university library systems in the country. Students and faculty

can quickly request materials from any of the eight IU Libraries.

The Hammes Information Commons on the first floor houses a large computer laboratory, as well as special equipment for those with disabilities. A one-stop research and computing area, it features knowledgeable reference librarians who can teach you how to use online and print resources, find needed information, and consult on research projects. The information desk is also staffed with IT consultants who help students with technology questions. Research assistance can be obtained by phone, text, chat, and e-mail. The library also offers one-on-one research consultations with a reference librarian by appointment. In addition, the library offers classes teaching information literacy and research skills.

Also on the first floor is the Dorene Dwyer Hammes Media Commons and Café, which provides a comfortable place to relax, read the newspaper, or watch cable television; and purchase coffee, tea, and hot chocolate. For those interested in viewing or creating media, this area features viewing stations and a multimedia production studio complete with soundproof environment, audio/video digitization equipment and software, and Chromakey system (green screen). Study carrels, group study areas, additional computers, and wireless Internet access are available throughout the library.

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### **Educational Resource Commons** **Education and Arts Building 2010 | (574) 520-4120 | [erc.iusb.edu](http://erc.iusb.edu)**

The Educational Resource Commons (ERC) serves IU South Bend, as well as the Michiana educational community and local region, as a curriculum library and media production center. Located in the Education and Arts Building, the ERC operates as an auxiliary unit of the Franklin D. Schurz Library and provides reasonable pricing for all supplies.

A bustling center of activity, the ERC provides pre-K -12 teacher training materials and services for faculty, staff, and student coursework and practicum use. Additionally the ERC contains a wide assortment of media production equipment that creates visual aids for class presentations and professional conference sessions. With the aid of the ERC staff, visitors are able to create compelling visuals to enhance their class assignments and displays.

#### **The ERC provides the following:**

- Teaching aids and materials for all subject areas, including activity books, textbooks, hands-on manipulatives, DVDs, and juvenile books
- Production area with Windows-based and Apple computers with Scan Snap scanners (PDF format), worktables, colored wide format printer, poster printer with single color on white paper option, die cut machine for shapes and letters, color copier, and binding machines
- Supplies: poster board, color paper, and color printouts.

## **Student Activities | Wellness**

### **Student Activities Center** **Student Activities Center 130 | (574) 520-4587 | [iusbtitans.com](http://iusbtitans.com)**

The Student Activities Center (SAC) is a 100,000 square foot facility that offers a state-of-the-art fitness center; three-lane running track; five court areas; three racquetball courts; group fitness room; full-service locker rooms; popular game area, featuring billiards and table tennis; a student lounge; and the Courtside Café. There are also well-equipped meeting rooms; office areas for athletics, recreation, the SAC administration, student life, the Student Government Association, Titan Productions, and student publications; and space for clubs and organizations. All students are members of the SAC and are admitted to the SAC by presenting their valid IU South Bend ID card. More information is available by calling the SAC front desk at (574) 520-4100.

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### **Athletics and Activities** **[iusbtitans.com](http://iusbtitans.com)**

The Office of Athletics and Activities houses the varsity athletic programs, the club sports program, intramural sports, fitness programs (including group fitness), and special events. Titans basketball and volleyball are flagship programs of the athletics department. Students are admitted to home games free with their IU South Bend ID card. Students who want to be more involved can join the spirited student support group; or Titan Nation, a group of students interested in facilitating athletics. The club sports program offers athletic competition, often intercollegiate, for the non-varsity athlete. Intramural sports offers a full slate of organized competitive events for the student-at-large. Fitness programs include group fitness through aerobics, yoga, pilates, express cycling, toning, and abs. Special events include one-time tournaments, extramural events, and similar activities. Additional information is available at the main office.

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### **Office of Student Life** **(574) 520-4587 | [studentlife.iusb.edu](http://studentlife.iusb.edu)**

IU South Bend encourages cocurricular activities that complement the regular academic programs of the university and aid in students' physical, social, and intellectual development. All clubs and organizations are coordinated through the Office of Student Life. Students interested in organizing a student organization or getting involved on campus should call (574) 520-4587, visit [studentlife.iusb.edu](http://studentlife.iusb.edu) or e-mail [sblife@iusb.edu](mailto:sblife@iusb.edu).

The Office of Student Life works with the Student Government Association (SGA) which exists to serve and represent the students. You can reach the SGA in SAC 202, or via phone at (574) 520-5572. The office also works with Titan Productions, a student-driven group responsible for the programming of student activities and social programming. You can contact Titan Productions in SAC room 208 or via phone at (574) 520-5082.

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### **Health and Wellness Center** **Student Activities Center 130 | (574) 520-5557 | [healthcenter.iusb.edu](http://healthcenter.iusb.edu)**

The IU South Bend Health and Wellness Center provides primary care services to students, faculty, and staff. These services include: injury and illness care, physical examinations, sexual health care, immunizations,

contraceptives, and pharmacy. Health questions are also answered and referrals to area health care providers can be made.

## Veteran Student Services

### Veteran Student Services |

**Tamika Johnson | Veteran Affairs Certifying Official**  
**Administration Building 145 | (574) 520-4552 |**  
[veterans.iusb.edu](http://veterans.iusb.edu)

### Applying for Veteran Affairs (V.A.) Education Benefits

For more information you may visit the V.A. Office or webpages listed.

As a special service to current and former members of the armed forces, complete information on veterans' educational benefits may be obtained at the IU South Bend Office of Veteran Student Services or e-mail at [veterans@iusb.edu](mailto:veterans@iusb.edu). Soldiers, sailors, marines and airmen can visit [www.gibill.va.gov](http://www.gibill.va.gov) to apply for education benefits online. From this webpage, applicants should click [APPLY FOR BENEFITS] and follow the on-screen prompts. Completed applications will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

### The Post-9/11 GI Bill

The [Post-9/11 GI Bill](#) provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

### Yellow Ribbon Program

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

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

### Montgomery GI Bill-Active Duty (MGIB-AD)

The [MGIB](#) program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs, flight training, apprenticeship/on-the-job training and correspondence courses. Remedial, deficiency, and refresher courses may be approved under certain circumstances. Generally, benefits are payable for 10 years following your release from active duty. This program is also commonly known as Chapter 30.

### Montgomery GI Bill-Selected Reserve (MGIB-SR)

The [MGIB-SR](#) program may be available to you if you are a member of the Selected Reserve. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve and Coast Guard Reserve, and the Army National Guard and the Air National Guard.

You may use this education assistance program for degree programs, certificate or correspondence courses, cooperative training, independent study programs, apprenticeship/on-the-job training, and vocational flight training programs. Remedial, refresher and deficiency training are available under certain circumstances.

Eligibility for this program is determined by the Selected Reserve components. VA makes the payments for this program.

You may be entitled to receive up to 36 months of education benefits.

Your eligibility for the program normally ends on the day you leave the Selected Reserve.

One exception to this rule exists if you are mobilized (or recalled to active duty from your reserve status), in this case your eligibility may be extended for the amount of time you are mobilized PLUS four months. For example, if you are mobilized for 12 months your eligibility period is extended for 16 months (12 months active duty PLUS 4 months.) So even if you leave the reserves after mobilization, you may have additional eligibility to the MGIB-SR.

If your unit is deactivated during the period beginning on October 1, 2007 through September 30, 2014 or you are involuntarily separated (for reasons other than misconduct) you will retain your original period of eligibility which is 14 years from the date of your first 6 year obligation with the selected reserves.

### Reserve Educational Assistance Program (REAP)

[REAP](#) was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

### Veterans Educational Assistance Program (VEAP)

[VEAP](#) is available if you elected to make contributions from your military pay to participate in this education benefit program. Your contributions are matched on a \$2 for \$1 basis by the Government. You may use these benefits for degree, certificate, correspondence, apprenticeship/on-the-job training programs, and vocational flight training programs. In certain circumstances, remedial, deficiency, and refresher training may also be available.

### Educational Assistance Test Program (Section 901)

Section 901 is an [Educational Assistance Test Program](#) created by the Department of Defense Authorization Act of 1981 (Public Law 96-342) to encourage enlistment and reenlistment in the Armed Forces. Benefits are available to individuals who entered on active duty after September 30, 1980, and before October 1, 1981 (or before October 1, 1982, if entry was under a delayed enlistment contract signed between September 30, 1980, and October 1, 1981).

## Survivors' and Dependents' Educational Assistance Program (DEA)

[Dependents' Educational Assistance](#) provides education and training opportunities to eligible dependents of certain veterans. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs, apprenticeship, and on-the-job training. If you are a spouse, you may take a correspondence course. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

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## National Call to Service Program

There is a three-tiered service requirement to qualify for incentives under the [National Call to Service program](#):

- First, after completion of initial entry training, individuals must serve on active duty in a military occupational specialty designated by the Secretary of Defense for a period of 15 months.
- After this, and without a break in service, these individuals must serve either an additional period of active duty as determined by the Secretary of Defense, or a period of 24 months in an active status in the Selected Reserve.
- After completion of this period of service, and also, without a break in service, the remaining period of obligated service specified in the agreement will be served as follows:
  - On active duty in the armed forces
  - In the Selected Reserve
  - In the Individual Ready Reserve
  - In Americorps, or another domestic national service program jointly designated by the Secretary of Defense and the head of such a program
- Any combination of the service referred to above may also be approved by the Secretary of the military department concerned pursuant to regulations prescribed by the Secretary of Defense and specified in the agreement.

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

## Center for Distance Education

### Center for Distance Education (CDE)

**Marianne Castano Bishop, Ed.D. | Director**  
 Northside 233 | (574) 520-4543 | [DLiusb@iusb.edu](mailto:DLiusb@iusb.edu)  
[distance.iusb.edu](http://distance.iusb.edu) or [online.iusb.edu](http://online.iusb.edu)

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While there are clear deadlines to meet for each DE course (submitting assignments, taking exams, etc.), students have found it convenient to complete the assignments and course work in their free time.

Before registering for a DE course, students are encouraged to take the Student Readiness Survey found at <https://www.iusb.edu/distance-learning/student-survey.php>. The self-assessment is meant to help students understand what is required/expected of them as well as what they can expect from a DE course.

Visit the Center for Distance Education [website](#) for up-to-date information about our programs and student information.

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## Indiana College Network

**Teresa Sheppard | Coordinator**

**Administration 128 | (574) 520-4116 | [www.icn.org](http://www.icn.org)**

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### About the Indiana College Network

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# Degrees, Minors, Certificates

## Degrees, Minors, and Certificates

### Ernestine M. Raclin School of the Arts

#### Communication Studies

- Electronic Media | B.A. in Mass Communication | Minor in Mass Communication
- Journalism | B.A. in Mass Communication
- Public Relations | B.A. in Mass Communication
- Speech Communication | Minor in Speech Communication
- Interpersonal Communication | B.A. in Speech Communication | Minor in Interpersonal Communication
- Organizational Communication | B.A. in Speech Communication
- Public Advocacy (Rhetorical Studies) | B.A. in Speech Communication

#### Integrated New Media Studies

- Integrated New Media Studies | B.F.A. in Integrated New Media Studies with Group Focuses in Design, Music, Video Motion Media | Minor in Integrated New Media Studies
- Graphic Design | B.F.A. in Integrated New Media Studies
- Informatics | B.F.A. in Integrated New Media Studies

#### Music

- Music | B.A. in Music
- Composition | B.M. in Music
- Orchestral Instrument | B.M. in Music
- Organ | B.M. in Music
- Piano | B.M. in Music
- Voice Performance | B.M. in Music
- Music and an Outside Field | B.S. in Music and an Outside Field (not open to new students)
- Instrumental-/Choral-General Concentration | B.M.E.
- The Performer Diploma

#### Theatre and Dance

- Theatre | B.A. | B.F.A. | Minor
- Dance | Minor

#### Visual Arts

- Visual Arts | Minor in Art History
- Arts Management | Minor
- Art History | Minor
- Fine Arts | Minor
- Drawing and Painting | B.F.A. | Studio Minor
- Graphic Design | Studio Minor
- Photography | B.F.A. | Studio Minor
- Printmaking | B.F.A. | Studio Minor
- Sculpture | B.F.A. | Studio Minor

### Judd Leighton School of Business and Economics

- Accounting | M.S.A. | B.S. in Business with a Concentration in
- Advertising | B.S. in Business with a Concentration in
- Banking | B.S. in Business with a Concentration in
- Economics | B.S. | Minor
- Finance | M.B.A. with a Concentration in | B.S. in Business with a Concentration in | Minor in Finance

for Business Majors | Outside Minor in Finance for Non-Business Majors

- General Business | M.B.A. with a Concentration in | Graduate Business Certificate | B.S. in Business with a Concentration in | Outside Minor in Business for Non-Business Majors
- Health Care Management | B.S. in Business with a Concentration in
- Human Resource Management | B.S. in Business with a Concentration in
- International Business | B.S. in Business with a Concentration in | Minor in International Business for Business Majors
- Marketing | M.B.A. with a Concentration in | B.S. in Business with a Concentration in | Minor in Marketing for Business Majors | Outside Minor in Marketing for Non-Business Majors
- Management Information Systems | M.S.-M.I.T. | B.S. in Business with a Concentration in | Minor in MIS for Business Majors | Outside Minor in MIS for Non-Business Majors
- Small Business and Entrepreneurship | B.S. in Business with a Concentration in

### School of Education

- Elementary Education | M.S. in Education (Literacy Focus) | M.S. in Education (Early Childhood Education Concentration) | M.S. in Education (English as a New Language Certification) | M.S. in Education (with Building Administrator Certification) | B.S.
- Secondary Education | M.S. in Education (with Building Administrator Certification) | M.S. | M.S. in Education (with Reading Focus) | M.S. in Education (with English as a New Language Certification) | M.S. in Education (Initial Teacher Certification) | Graduate Licensure in Educational Leadership | Graduate Licensure in English as a New Language | B.S.
- Special Education | M.S. in Education (with a Major in Mild Interventions) | M.S. in Education (with Major in Intense Interventions) | Master of Arts in Teaching Special Education (M.A.T.) | B.S.
- Counseling and Human Services | M.S. in Education (Clinical Mental Health) | M.S. in Education (School Counseling) | M.S. in Education (Addictions Abuse)

### College of Health Sciences

- Dental Education | B.S.
- Nursing | M.S. | B.S. | R.N.-B.S.N. | Second Degree B.S.N. Track
- Radiography | A.S.
- Medical Imaging Technology | B.S.M.I.T.
- Social Work | M.S.W. | B.S.W.

### College of Liberal Arts and Science

- Actuarial Science | B.S.
- African American Studies | Minor
- American Studies | Minor
- Anthropology | B.A. | Certificate in Social and Cultural Diversity
- Biological Sciences | B.A. | BS. | Minor
- Chemistry and Biochemistry | B.A. in Chemistry | B.S. in Chemistry | B.S. in Biochemistry | Minor in Chemistry | Minor in Biochemistry

- Cognitive Science | Minor
- Computer Science | M.S. in Applied Mathematics and Computer Science | B.S. | Minor in Computer Science | Minor in Computer Applications | Certificate in Computer Programming | Certificate in Advanced Computer Programming | Certificate in Technology Administration
- Criminal Justice | B.S. | Minor | Certificate in Correctional Management Supervision
- Earth and Space Science | Minor
- East Asian Studies | Minor
- English | M.A. in English | B.A. | Minor in English | Minor in Creative Writing | Minor in Film Studies | Certificate in Professional Writing
- Environmental Science | Minor
- European Studies | Minor
- Film Studies | Minor
- General Studies | B.G.S.
- Gerontology | Minor
- History | B.A. | Minor in History
- Informatics | B.S. | Minor in Informatics | Certificate in Applied Informatics
- International Studies | Minor | Certificate
- Latin American Studies | Minor in Latin American/ Latino Studies
- Liberal Studies | M.L.S.
- Management Skills | Minor
- Mathematical Sciences | M.S. in Applied Mathematics and Computer Science | B.S. in Mathematics | B.S. in Applied Mathematics | B.S. in Actuarial Science | Minor in Mathematics
- Philosophy | B.A. | Minor
- Physics and Astronomy | B.A. in Physics | B.S. in Physics | 3/2 Dual Degree in Physics and Engineering | Minor in Physics
- Political Science | Master of Public Affairs | Certificate in Public Management (GRAD) | Certificate in Health Systems Management (GRAD) | Certificate in Nonprofit Management (GRAD) | B.A. | Minor | Paralegal Studies Certificate Program
- Psychology | B.A. | Minor | Certificate in Behavior Modification (title change pending approval)
- Religious Studies | Minor
- Sociology and Anthropology | B.A. in Anthropology | B.A. in Sociology | Minor in Sociology | Certificate in Social and Cultural Diversity
- Sustainability Studies | Minor
- Women's and Gender Studies | B.A. | Minor
- World Language Studies | B.A. in French | B.A. in German | B.A. in Spanish | Minor in French | Minor in German | Minor in Spanish

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### **Labor Studies**

- Labor Studies | B.S. | Minor | A.S. | Certificate

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### **Purdue University College of Technology**

- Electrical Engineering | B.S.
- Engineering Technology | B.S.
- Industrial Technology | B.S. | Certificate
- Mechanical Engineering | A.S.
- Organizational Leadership Supervision | B.S. | Certificate

# Undergraduate Programs

## General Education Requirements

**Linda Chen, Ph.D.** | Assistant Vice Chancellor for Academic Affairs  
Administration A247E | (574) 520-4520 | [gened.iusb.edu](http://gened.iusb.edu)

### Index

- Campuswide General Education Requirements
- The Purpose of General Education at IU South Bend
- The Goals of General Education
- The General-Education Curriculum
- The Campus Theme Component
- Summary of General-Education Requirements
- **Fundamental Literacies**
- Writing
- Critical Thinking
- Oral Communication
- Visual Literacy
- Quantitative Reasoning
- Information Literacy
- Computer Literacy
- **Common Core Courses**
- The Natural World
- Human Behavior and Social Institutions
- Literary and Intellectual Traditions
- Arts, Aesthetics, and Creativity
- **Contemporary Social Values**
- Non-Western Cultures
- Diversity in United States Society
- Health and Wellness

## Schools and Colleges

### Fast Facts

**Technology** | More than 100 degrees offered | 790 computers available for student use | 11 general use computer labs | Connected to I-Light, access to Internet 2 | Wireless available in South Bend and Elkhart | 102 classrooms with installed technology

**Franklin D. Schurz Library** | State-of-the-art equipment | Access to over 200 databases | 58,000 e-journals | 100,000 e-books | Computers, group study rooms | Research assistance in-person, by phone, text, or IM chat

### Index

- General Education Requirements
- Ernestine M. Raclin School of the Arts  
School Website [arts.iusb.edu](http://arts.iusb.edu) | Contact Phone (574) 520-4134
- Judd Leighton School of Business and Economics  
School Website [business.iusb.edu](http://business.iusb.edu) | Contact Phone (574) 520-4346
- School of Education  
School Website [education.iusb.edu](http://education.iusb.edu) | Contact Phone (574) 520-4339

- College of Health Sciences  
College Website [healthsciences.iusb.edu](http://healthsciences.iusb.edu) | Contact Phone (574) 520-4571
- College of Liberal Arts and Sciences  
College Website [clas.iusb.edu](http://clas.iusb.edu) | Contact Phone (574) 520-4214
- Graduate Admission and Retention  
Website [graduate.iusb.edu](http://graduate.iusb.edu) | Contact Phone (574) 520-4839
- Social Work  
School Website [socialwork.iusb.edu](http://socialwork.iusb.edu) | Contact Phone (574) 520-4880
- Extended Learning Services  
Contact Phone (574) 520-4261
- Labor Studies  
School Website [labor.iusb.edu](http://labor.iusb.edu) | Contact Phone (574) 520-4595
- Purdue University School of Technology  
University Website [www.purdue.edu/southbend](http://www.purdue.edu/southbend) | Contact Phone (574) 520-4180
- Reserve Officers' Training Corps [ROTC]

## General-Education Requirements

### Campuswide General-Education Requirements

All students matriculating in the fall of 2005 and subsequent semesters are subject to the campuswide general-education requirements. Individual schools and colleges may establish additional general-education requirements for undergraduate degrees.

### The Purpose of General Education at IU South Bend

The purpose of general education at IU South Bend is to prepare students to succeed in their chosen professions and to become valued citizens and leaders within their communities, enriched by their studies and stimulated by the spirit of discovery. The general-education curriculum fosters a learning environment that serves the academic, civic, cultural, and career needs of an educated citizen within the global community.

The general-education curriculum at IU South Bend complements the depth and focus of our major programs and ensures that graduates have the breadth of experience that enables them to think critically, communicate clearly, act professionally and ethically, and appreciate wisdom and beauty. It provides students with knowledge of the basic tenets of a variety of academic disciplines and the skills to function effectively in positions of responsibility and leadership. It instills in students an appreciation of the interconnectedness of disciplines, an appreciation of the diversity of human cultures and experiences, self-awareness conducive to personal growth, and a love of learning.

### The Goals of General Education

Students who complete the general-education curriculum at IU South Bend will be able to:

- Retrieve, evaluate, and use information effectively

- Write clearly and correctly, and analyze written texts from a variety of disciplines
- Understand, construct, and analyze quantitative arguments

Such students will be able to:

- Understand, construct, and analyze arguments presented in verbal and visual form
- Understand and appreciate the variety of cultures and experiences that contribute to American society
- Gain familiarity with a non-Western culture
- Understand the power and purpose of a scientific view of the natural world
- Appreciate artistic achievement and the creative process
- Understand the importance of literary and intellectual traditions in the shaping of Western culture
- Understand factors that shape the behavior of human beings as individuals and as groups
- Appreciate the importance of ethical behavior and understand the ethical issues associated with a variety of academic disciplines
- Value personal growth and learning

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### The General-Education curriculum

The campuswide general-education curriculum is composed of three elements and requires a total of between 33 and 39 credit hours of coursework.

Fundamental literacies courses (13-19 cr.)

Common core courses (12 cr.)

Contemporary social values courses (8 cr.)

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### The Campus Theme Component

In addition, the General-Education Program includes a campus theme component. The campus theme, which changes annually, connects coursework and extracurricular learning. It supports instruction by means of a coordinated program of lectures, exhibits, performances, and other events and activities co-sponsored by various campus schools, departments, and organizations. The purpose of the campus theme component is to extend the liberal arts education of all IU South Bend students beyond the classroom experience.

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### Summary of General-Education requirements

(All courses are 3 credit hours, unless otherwise designated.)

All courses certified as meeting the campuswide general-education requirements for the areas listed below are designated appropriately in the Schedule of Classes. The list of approved courses in each category is subject to change.

Visit [gened.iusb.edu](http://gened.iusb.edu) for updated general-education course lists. Consult degree requirements to determine whether completion of a specific course in any category is preferred or required by a department or program.

## General Education | Common Core Courses

### Common Core Courses (12 cr.)

Common core courses are designed to give greater coherence to the general-education experience at IU South Bend by demonstrating the productive relationships among disciplines and by emphasizing the value of fundamental literacies from the general-education curriculum. The four common core courses, each of which is offered in several disciplines under specific departmental codes, introduce students to many of the essential intellectual themes of the four broad (and not mutually exclusive) groupings of disciplines.

Students must complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

Common core 300-level courses may have as prerequisite the completion of one or more of the fundamental literacies requirements, and in some cases other prerequisites may also apply.

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### The Natural World

This core course introduces students to the methods and logic of science and helps students understand the importance of science to the development of civilization and to the contemporary world. It serves to provide a context within which to evaluate the important scientific and technological issues we face in modern society. Although all sections of The Natural World bear the same title, the content and specific focus of the course varies; each section has a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation N 190 (for instance, BIOL-N 190 The Natural World), and the 300-level Natural World courses appear in the Schedule of Classes as N 390 offerings in the specific disciplines.

Select N 190 or N 390 from ANTH, AST, BIOL, CHEM, CSCI, GEOL, MATH, PHYS, or in any other field in which a course in this category may appear, as designated in the Schedule of Classes.

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### Human Behavior and Social Institutions

This course introduces students to the distinctive perspectives the social sciences employ in building an understanding of our world. The course also focuses on the individual in relation to and as a product of that social world. It requires students to develop an appreciation of the processes of social interaction and emphasizes the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior. Although all sections of Human Behavior and Social Institutions bear the same title, the content and specific focus of the course varies; each section has a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation B 190 (for instance, SOC-B 190 Human Behavior and Social Institutions), and the 300-level Human Behavior and Social Institutions courses appear in the Schedule of Classes as B 399 offerings in the specific disciplines.

Select B 190 or B 399 from ANTH, BUS, COGS, GEOG, POLS, PSY, SOC, SPCH, SUST, WGS, or any other field in which a course in this category may appear, as designated in the Schedule of Classes.

### Literary and Intellectual Traditions

The various versions of this course focus on a topic that can be addressed from more than one disciplinary perspective, and explores ways in which the principal disciplinary approach can be augmented and enriched by readings from other disciplines. Although all sections of Literary and Intellectual Traditions bear the same title, the content and specific focus of the course varies; each section has a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation T 190 (for instance, HIST-T 190 Literary and Intellectual Traditions), and the 300-level Literary and Intellectual Traditions courses appear in the Schedule of Classes as T 390 offerings in the specific disciplines.

Select T 190 or T 390 from ENG, CMLT, FINA, FREN, GER, HIST, HPSC, JOUR, MUS, PHIL, PSY, SPAN, TEL, THTR, WGS or in any other field in which a course in this category may appear, as designated in the Schedule of Classes.

### Art, Aesthetics, and Creativity

This course explores the human need to experience and comprehend the creative process. It encourages students to experience culture and cultural artifacts as makers, performers, and audiences. Students gain familiarity with the discipline and craft by which artists and performers achieve their characteristic effects, as well as the satisfaction inherent in that process. Versions of this course explore the role of art, music, theatre, and other artistic modes in the formation and expression of a particular culture and encourage respect for diverse cultures and the artifacts they produce. Although all sections of Art, Aesthetics, and Creativity bear the same title, the content and specific focus of the course varies. Each section has a specific subtitle that indicates its particular content and focus. Courses at the 100-level bear the designation A 190 (for instance, FINA-A 190 Art, Aesthetics, and Creativity), and the 300-level

Art, Aesthetics, and Creativity courses appear in the Schedule of Classes as A 399 offerings in the specific disciplines.

Select A 190 or A 399 from ANTH, CMLT, ENG, FINA, INMS, MUS, THTR, or in any other field in which a course in this category may appear, as designated in the Schedule of Classes.

## General-Education Requirements | Contemporary Social Values

### Contemporary Social Values (8 cr.)

#### Non-Western Cultures

The campuswide curriculum in general education requires students to demonstrate familiarity with the culture, society, and values of a non-Western people, or explore knowledge and traditions grounded in non-Western cultural paradigms.

- ANTH-A 250 Anthropology in the Modern World
- ANTH-A 385 Topics in Anthropology

- ANTH-E 105 Culture and Society
- ANTH-E 300 Culture Areas and Ethnic Groups
- ANTH-E 310 Introduction to the Cultures of Africa
- ANTH-E 320 Indians of North America
- ANTH-E 321 Peoples of Mexico
- ANTH-E 323 Indians of Indiana
- ANTH-E 335 Ancient Civilizations of Mesoamerica
- ANTH-E 365 Women and Power
- ANTH-E 391 Women in Developing Countries
- ANTH-E 397 Peoples and Cultures of the Middle East
- ANTH-E 402 Gender in Cross-Cultural Perspective
- ANTH-P 398 The Rise of Civilization
- EALC-E 271 Twentieth Century Japanese Culture
- HIST-C 391 History of Medieval Near East
- HIST-G 300 Issues in Asian History
- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-H 207 Modern East Asian Civilization
- HIST-H 237 Traditional East Asian Civilization
- HIST-W 300 Issues in World History
- MUS-M 375 Survey of Ethnic and Pop Music of the World
- PHIL-P 283 Non-Western Philosophy
- PHIL-P 374 Early Chinese Philosophy
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 324 Women and Politics
- POLS-Y 330 Central American Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 The Politics of International Development
- REL-R 153 Religions of Asia
- SOC-S 362 World Societies and Cultures
- SOC-S 460 Topics in Non-Western Cultures
- SPAN-S 275 Hispanic Culture and Conversation
- TEL-R 404 Topical Seminar in Telecommunications
- WGS-E 391 Women in Developing Countries
- WGS-W 301 International Perspectives on Women
- WGS-W 400 Topics in Women's Studies

### Diversity in United States Society

The campuswide curriculum in general education requires students to develop an understanding of how factors such as race/ethnicity, class, gender, religion, and sexual orientation shape individual lives; how they are embedded in and shape our social institutions; and how they produce markedly different outcomes and opportunities for individuals and groups in the United States.

- AFAM-A 150 Survey of the Culture of Black Americans (course formerly known as AFRO-A 150 prior to fall 2010)
- ANTH-A 460 Topics in Anthropology
- ANTH-E 380 Urban Anthropology
- CMLT-C 253 Third World and Black American Films
- EDUC-H 340 Education and American Culture
- ENG-E 110 Diversity in U.S. Literature
- ENG-L 370 Recent Black American Writing
- ENG-L 379 American Ethnic and Minority Literature
- HIST-A 100 Issues in United States History
- HIST-A 352 History of Latinos in the United States

- HIST-A 355 African American History I
- HIST-A 356 African American History II
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 260 History of Women in the United States
- LSTU-L 110 Introduction to Labor Studies: Labor and Society
- LSTU-L 390 Topics in Labor Studies
- POLS-Y 327 Gender Politics in the United States
- POLS-Y 329 Racial and Ethnic Politics in the United States
- PSY-P 391 Psychology of Gender and Ethnicity
- REL-R 160 Religion and American Culture
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems
- SOC-S 306 Urban Society
- SOC-S 316 The Family
- SOC-S 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Sociology of Gender Roles
- SOC-S 360 Topics in Social Policy
- WGS-H 260 History of American Women
- WGS-P 391 Psychology of Gender, Race, and Ethnicity
- WGS-S 338 Sociology of Gender Roles
- WGS-W 100 Gender Studies
- WGS-W 201 Women in Culture-Introduction to Women's Studies

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### Health and Wellness

The campuswide curriculum in general education requires students to demonstrate familiarity with concepts and principles of physical fitness, holistic health, or healthful living and the prevention of disease. Courses in health and wellness that fulfill the campuswide requirement include an explicit instructional component focused on such knowledge. Students may also fulfill the requirement by completing 1 credit hour in a physical education or recreation course within the Health, Physical Education, and Recreation area in combination with a 1 credit hour course from the list of approved courses focused on fundamental principles of health and wellness. Courses need not be taken concurrently.

- EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- HPER-E 190 Yoga I (1 cr.)
- HPER-N 220 Nutrition for Health
- MUS-X 070 University Choral Ensembles (1-2 cr.)
- NURS-B 108 Personal Health and Wellness (1-3 cr.) (only open to Nursing students)
- NURS-B 109 Personal Health and Wellness (1 cr.)
- NURS-B 233 Health and Wellness (4 cr.)
- THTR-D 110 Social Dance (2 cr.)
- THTR-D 111 Introduction to Latin Dance (2 cr.)
- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 130 Flamenco I (2 cr.)
- THTR-D 140 Jazz Dance I (2 cr.)
- THTR-D 150 Middle Eastern Dance I (2 cr.)
- THTR-D 215 Modern Dance II (2 cr.)
- THTR-D 220 Ballet II (2 cr.)
- THTR-D 230 Flamenco Dance II (2 cr.)

- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-D 250 Middle Eastern Dance 2 (2 cr.)

## General-Education Requirements | Fundamental Literacies

### Fundamental Literacies (13-19 cr.)

The development of certain fundamental skills is necessary for success in academic pursuits and also for success and fulfillment in life beyond the university. Fundamental literacies courses provide introductory training in essential academic skills that students are expected to develop more fully through repeated practice in a wide variety of courses throughout their academic careers.

Students must complete one course from each of the following seven areas, as designated in the Schedule of Classes.

#### Writing

The campuswide general-education curriculum requires students to demonstrate competence in written composition skills, including development of the ability to analyze written texts from a variety of disciplines and to construct clear and convincing written arguments. A grade of C or higher is required to fulfill the writing requirement.

- ENG-W 131 Elementary Composition 1
- ENG-W 140 Elementary Composition-Honors

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#### Critical Thinking

The campuswide general-education curriculum requires students to demonstrate competence in reasoning skills, including the ability to analyze, construct, and develop cogent arguments, and to articulate reasoned judgments.

- CSCI-C 250 Foundation of Digital Computing
- ENG-W 270 Argumentative Writing (education students only)
- HPSC-X 200 Scientific Reasoning
- PHIL-P 101 Philosophy in the Public Sphere
- PHIL-P 102 Critical Thinking and Applied Ethics
- PHIL-P 105 Critical Thinking
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 150 Elementary Logic
- PHIL-P 250 Introductory Symbolic Logic
- POLS-Y 201 Controversies in United States Politics
- PSY-P 211 Methods of Experimental Psychology
- SPCH-S 228 Argumentation and Debate

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#### Oral Communication

The campuswide general-education curriculum requires students to develop skill both in formal oral presentations and in the ability to recognize conventions of oral communication and the ways in which oral communication is enhanced and expanded by nonverbal means.

- SPCH-S 121 Public Speaking

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#### Visual Literacy

The campuswide general-education curriculum requires students to demonstrate familiarity with the techniques, history, and interpretation of the conventions of visual culture in general and as they apply to a particular discipline or tradition; and it requires students to

practice, in an introductory way, the application of visual communication methods and techniques.

- CJUS-P 424 Crime Mapping and Geographic Information Systems
- CMLT-C 190 An Introduction to Film
- CMLT-C 293 History of the Motion Picture I
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media
- FINA-A 109 Ways of Seeing: Visual Literacy
- INFO-I 310 Multimedia Arts and Technology
- JOUR-J 210 Visual Communication
- NURS-S 485 Professional Growth and Empowerment
- THTR-T 228 Design for the Theatre

- EDUC-W 200 Using Computers in Education
- FINA-P 273 Computer Art and Design I
- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)
- MUS-T 120 Computer Skills for Musicians

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### Quantitative Reasoning

The campuswide general-education curriculum requires students to demonstrate competence in mathematical reasoning, either by performance on the mathematics placement examination that places a student at Level 6 or higher, or by successful completion of an approved course.

- CJUS-K 300 Techniques of Data Analysis
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-K 310 Statistical Techniques
- MATH-M 111 Mathematics in the World
- MATH-M 115 Precalculus and Trigonometry (5 cr.)
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus 1
- MATH-M 208 Technical Calculus I
- MATH-M 209 Technical Calculus II
- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- NURS-H 355 Data Analysis/Practice and Research
- SOC-S 351 Social Statistics

### The following two-course sequence:

- MATH-M 125 Precalculus Mathematics; and
- MATH-M 126 Trigonometric Functions (2 cr.)

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### Information Literacy

The campuswide general-education curriculum requires students to demonstrate competence in modern information gathering and evaluation.

- COAS-Q 110 Introduction to Information Literacy (1 cr.)

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### Computer Literacy

The campuswide general-education curriculum requires students to demonstrate competence in the use of computers for a variety of purposes, either through satisfactory performance on a proficiency examination or by the successful completion of a course that provides instruction in these skills.

- BUS-K 201 The Computer in Business
- CSCI-A 106 Introduction to Computing
- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)

# Ernestine M. Raclin School of the Arts

## Ernestine M. Raclin School of the Arts

**Marvin V. Curtis, Ed.D. | Dean**

**Northside Hall 103 | (574) 520-4134 | [arts.iusb.edu](http://arts.iusb.edu)**

### Faculty

Martin Professor of Piano | **Toradze**  
 Professors | **Ackoff, M. Curtis, Lasater**  
 Associate Professors | **J.R. Colborn, T. Hanson, Lambert, Larkin, Monsma, S. Moore, J. Muñiz, Natella, M. Nilsen, Park, Rusnock**  
 Assistant Professors | **Amelio, Cera, Douglas, Duce, Hine-Johnson, Hottois, Joyce, Mayrose, McCormack, Obata, Resler, Souther, K. Wilson, J. Wright**  
 Senior Lecturers | **Gillen, Hosterman, Sylvester**  
 Lecturers | **Badridze, Cole, Cooper, Fry, Lard, Li, Martinez, McInerney, Mociulski, Murphy, Vargas**  
 Euclid String Quartet in Residence | **Cooper, Li, Murphy, Vargas**  
 Faculty Emeriti | **Barton, Demaree, Droege, Esselstrom, Gering, Langland, Pepperdine, Zisla**  
 Student Services Coordinator | **Rector**

### Areas of Study

- Communication Studies
- Integrated New Media Studies
- Music
- Theatre and Dance
- Visual Arts

### Index

- Mission Statement
- General Information | Welcome to the Arts
- The Student's Responsibility
- Arts Plagiarism Policy
- Residency Requirement
- GPA Requirement
- Application for Degrees
- Bachelors Degrees
- General Requirements
- Restrictions

## Ernestine M. Raclin School of the Arts | Policies

### Mission

The Ernestine M. Raclin School of the Arts manifests the fundamental role of the visual, performing, and communication studies in our diverse and global community. We commit ourselves to educating our students artistically and intellectually to facilitate personal and professional development. We value excellence in visual, spoken, written, kinetic, electronic, and musical expression. We seek to graduate creative individuals who think critically, communicate effectively, and act responsibly in society.

### The following statements inform our mission:

- Students are the focus of our endeavors.
- We are a diverse body of faculty and staff who motivate, lead, and instruct students at the highest

possible level and whose active professional lives model the standards we expect of our students.

- We serve students with diverse educational and professional goals.
- We pursue significant intellectual achievement and excellence through performance.
- We create partnerships with our community that provide artistic development, and reach audiences that we might not otherwise serve.

### General Information

#### Welcome to the Arts!

The Ernestine M. Raclin School of the Arts is widely recognized throughout Indiana University for its excellence; attracting attention regionally, nationally, and internationally. Our prestigious faculty and accomplished alumni provide our community with continued dynamic experiences in the arts through their expertise.

The school offers five major areas of study: communication studies, music, new media, theatre and dance, and the visual arts. Students are mentored by faculty and enjoy small class size, which provides exceptional educational opportunities within a range of traditional degree programs and professional studies leading to bachelor's degrees.

The educational process in the school balances specialization against an interdisciplinary viewpoint. In addition to the increase of knowledge and skills within a chosen area of study, students also develop critical thinking, communication, and self-awareness skills. The school embraces difference and encourages students and faculty alike to explore the value of diversity. A close reading of the mission statement will prove beneficial to students applying to the Ernestine M. Raclin School of the Arts.

### Admission

Students who wish to major in a subject area offered by the Ernestine M. Raclin School of the Arts must take the following steps:

- Seek admission to IU South Bend. (See admission section in the front of this publication.)
- Incoming freshmen must attend one of the mandatory orientation sessions. Ernestine M. Raclin School of the Arts majors are directly admitted to the school and need the information presented in this orientation session. All entering freshmen must take university placement examinations in mathematics and reading and complete courses as determined by placement examination results. English placement level and course requirement is determined by the SAT score or by taking an optional placement examination in English. Depending upon program requirements, some students may need to take additional courses.
- Students are certified into degree programs only after completion of an entrance procedure as stipulated by each major area. The procedure may be an audition, an interview with a faculty member, a review of high school transcripts, a portfolio review, or some other method as prescribed by the area coordinator of each discipline. (Prospective music students should see the section on bachelor's degrees in music for entrance procedures.) Transfer

students must wait until after they are admitted to IU South Bend and their transcripts are evaluated by the admissions office to be advised.

- Transfer students must consult with the coordinator of arts student services to determine their placement examination requirements. Transfer course equivalencies and fulfillment of degree requirements in the major are not guaranteed and the number of courses that transfer and count towards an IU South Bend degree is limited (see the specific information listed under each degree). The faculty in each area may require a transfer student to retake courses transferred from another university or Indiana University campus in order to guarantee proficiency. Should questions arise regarding the transfer of general-education courses, transfer students must be prepared to present a syllabus and course description or a portfolio (if appropriate) to facilitate appropriate course transfers.

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### The Student's Responsibility

Each student in the Ernestine M. Raclin School of the Arts is responsible for reading and understanding all requirements described in this publication. All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, the requirements for majors and minors, and university procedures. Advisors, directors, and deans are available to advise students on how to meet these requirements, but each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending completion.

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### Academic Regulations

Students in the Ernestine M. Raclin School of the Arts are subject to the regulations and policies of the university in the front section of this publication as well as a number of specialized regulations that apply to the school. Occasional changes in the graduation requirements for Ernestine M. Raclin School of the Arts majors may lead to uncertainty as to what requirements are applicable for a given graduating student. For the campuswide general-education requirements and other academic matters, the student may choose either the IU South Bend Bulletin in effect at the time of matriculation to IU South Bend or the IU South Bend Bulletin in effect at the time of graduation. For meeting requirements of the major, the choice is between the IU South Bend Bulletin in effect when the student is accepted into the Ernestine M. Raclin School of the Arts or the IU South Bend Bulletin in effect when the student graduates.

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### Arts Plagiarism Policy

Students caught plagiarizing could jeopardize their standing in the university. The associate dean for academics of the Ernestine M. Raclin School of the Arts adopts the Indiana University Code of Student Rights, Responsibilities, and Conduct's definition of plagiarism: "presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is common knowledge may differ from

course to course." Visit [www.dsa.indiana.edu/Code/index2](http://www.dsa.indiana.edu/Code/index2) for more information.

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### First Offense

Offenders will be subjected to the following repercussions:

- The instructor will meet with the student to discuss the instance in question as well as inform them of the repercussions.
- The instructor will submit a copy of the plagiarism to the area coordinator.
- The instructor will report the plagiarism to the area faculty.
- The instructor will contact the coordinator of student services for the Ernestine M. Raclin School of the Arts and have a record of the plagiarism placed in the student's academic file.

Appropriate punishment is at the instructor's discretion and may include the following actions: expulsion from the course, the degree program, and the Ernestine M. Raclin School of the Arts.

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### Second Offense

Offenders will be subjected to the following repercussions:

- The instructor will meet with the student to discuss the instance in question as well as inform them of the repercussions.
- The instructor will submit a copy of the plagiarism to the area coordinator.
- The instructor will report the plagiarism to the area faculty.
- The area faculty will decide whether the student remains a major or whether they will be expelled from the degree program. In deciding, the faculty may request a written petition from the student.
- The instructor will contact the coordinator of student services for the Ernestine M. Raclin School of the Arts and have a record of the plagiarism placed in the student's academic file.
- The instructor will notify the assistant/associate dean for academics, the dean, and other appropriate administrative personnel in the Ernestine M. Raclin School of the Arts about the plagiarism.
- The instructor will notify the Office of the Registrar of the plagiarism and have a notation placed in the student's permanent academic record. (Students who are reported to the Office of the Registrar are not eligible for the Academic Renewal Policy.)

Appropriate punishment is up to instructor's discretion and may include the following actions: expulsion from the course, the degree program, and the Ernestine M. Raclin School of the Arts.

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### Third Offense

Students caught plagiarizing more than two times will automatically be expelled from the Ernestine M. Raclin School of the Arts.

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### Residency Requirement

A candidate for a degree from the Ernestine M. Raclin School of the Arts must complete a significant portion of work, especially during the senior year, while in residence at IU South Bend. (See the specific requirement

listed under the degrees that follow.) A student is normally expected to complete the work for a degree within 10 years. Failure to do so may require passing comprehensive examinations on the subjects in the area(s) of concentration, and fulfilling the requirements in the current IU South Bend Bulletin.

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### **GPA Requirement**

The faculty of the Ernestine M. Raclin School of the Arts expects all students to maintain a minimum 2.0 cumulative grade point average (CGPA). This includes all courses in the major, campuswide general-education courses, and electives. All arts students required to take ENG-W 131 Elementary Composition 1 or SPCH-S 121 Public Speaking must complete the courses with a C or higher. Grades below C– in any course required for the major do not count toward the completion of the degree.

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### **Application for Degrees**

An application for a degree must be filed in the office of the coordinator of arts student services, Ernestine M. Raclin School of the Arts, no later than October 1 for May graduation, or March 1 for August and December graduations.

All credit hours of candidates for degrees, except those of the current semester, must be on record at least six weeks prior to the conferring of degrees. Credit hours by correspondence must be on record at least three weeks prior to the conferring of degrees. A student may not be awarded an associate degree and a bachelor's degree in the same field in the same academic year.

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### **Bachelor's Degrees**

The Ernestine M. Raclin School of the Arts offers instruction leading to the Bachelor of Arts with concentrations in mass communication, speech communication, music, visual arts, and theatre; Bachelor of Fine Arts with concentrations in fine arts, new media, and theatre; Bachelor of Science in Music; Bachelor of Music; and Bachelor of Music Education.

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### **General Requirements**

Ernestine M. Raclin School of the Arts students must meet the following minimum degree requirements by the time they expect to graduate:

- Complete at least 120-129 credit hours (see specific degree requirements). The total may include 4 credit hours of military science (not included in CGPA).
- Complete at least 26 credit hours of the work of the senior year and at least 10 credit hours above the first-level courses in the major subject (not necessarily during the senior year) while in residence at IU South Bend. The 10 credit hours in the major subject must be taken in courses approved by the major department. Transfer students may expect to transfer no more than 95 credit hours toward the minimum 120 credit hours necessary for graduation in the Ernestine M. Raclin School of the Arts. This limit applies also to credit hours earned at other campuses of Indiana University. Ensemble credit hours earned by music majors do not apply to the 120 credit hour minimum.

- Achieve a minimum CGPA of 2.0.
- Complete all requirements in the student's major and minor areas with a C– or higher. However, the overall GPA in these areas may not fall below 2.0 (C). Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation.
- Pass an upper-division examination. Students are eligible for placement in the upper-division approximately halfway through the degree program, upon completion of 56 credit hours, with a significant number of hours in the major area. A student's readiness for the upper-division is determined by the student's faculty advisor and area coordinator with input from the coordinator of arts student services. Upper-division reviews are a portfolio review in visual arts, a twenty-minute performance in music, a monologue or portfolio review in theatre, and a major paper or project in mass communication and speech communication, as determined by the faculty in communication studies.
- Complete at least 30 credit hours of coursework at the 300- or 400-level.
- Any student completing the undergraduate requirements for a degree in the Ernestine M. Raclin School of the Arts with a cumulative grade point average of 3.5 is graduated with distinction; 3.75, with high distinction; 3.90 (3.95 in music courses), with highest distinction.

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### **Restrictions**

Not more than 60 credit hours earned in accredited two-year institutions may be credited toward a bachelor's degree.

By special permission of the dean or area coordinator, a maximum of 12 credit hours toward a bachelor's degree may be earned through special credit examination, correspondence study, or online instruction\*. Ordinarily students in residence in the school are permitted to enroll concurrently in courses offered through the Indiana University Independent Study Program (correspondence courses). Any correspondence courses in the student's major must also have the approval of the departmental area coordinator. SPCH-S 121 Public Speaking may not be taken by correspondence. SPCH-S 121 Public Speaking, SPCH-S 205 Introduction to Speech Communication, and JOUR-C 200 Introduction to Mass Communications may not be accomplished by special credit examination.

## Communication Studies Index

### Communication Studies

**Alec Hosterman, M.A. | Area Coordinator**  
**Northside 103 | (574) 520-4134 |**  
[communication.iusb.edu](http://communication.iusb.edu)

#### Faculty

Associate Professor | **Lambert**  
 Assistant Professors | **Joyce, Obata, K. Wilson**  
 Senior Lecturers | **Gillen, Hosterman (Area Coordinator), Sylvester**  
 Lecturer | **Martinez, McInerney**  
 Faculty Emeritus | **Gering**  
 Area Coordinator | **Hosterman**  
 Program Director, Basic Course | **Martinez**

#### Undergraduate Degrees Offered

- Bachelor of Arts in Mass Communication | concentrations in Electronic Media | Journalism | Public Relations
- Bachelor of Arts in Speech Communication | concentrations in Interpersonal Communication | Organizational Communication | Public Advocacy (Rhetorical Studies)

#### Minors Offered

- Minor in Mass Communication | Speech Communication | Interpersonal Communication

#### Course Descriptions

Journalism JOUR | Speech SPCH | Telecommunication TEL

#### Mass Communication | B.A.

##### Bachelor of Arts (B.A.) in Mass Communication

- **Electronic Media** | 4-Year Degree Plan (Sample)
- **Journalism** | 4-Year Degree Plan (Sample)
- **Public Relations** | 4-Year Degree Plan (Sample)

#### About Mass Communication

The Bachelor of Arts (B.A.) in mass communication prepares students for a wide variety of careers including public relations, journalism, freelance reporting, video production, editing, and other careers that focus on the use of the mass media for dissemination of information.

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | At least 30 credit hours must be at the 300- or 400-level. Students must complete all requirements in the major with a grade of C or higher.

#### General Education Curriculum (33-39 cr.)

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

#### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | Select from approved course list

#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

#### Additional Requirements (24 cr.)

- **World Languages (6 cr.)** | Select two consecutive courses in one language (may be satisfied with language placement test and credit by examination)
- **History (3 cr.)** | Select one course in any area of history
- **Electives (15 cr.)** | Select five courses from any mix of disciplines

#### Minor (18 cr.)

**Note** | Minor courses must be approved by a faculty member in the specific discipline.

#### Mass Communication Core Classes (15 cr.)

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 410 Media as Social Institutions
- SPCH-S 205 Introduction to Speech Communication
- TEL-R 287 Process and Effects of Mass Communications
- TEL-R 404 Topical Seminar in Telecommunications

**Select one Concentration (21 cr.)****Electronic Media**

- JOUR-J 210 Visual Communication
- TEL-T 273 Media Program Design
- TEL-T 283 Introduction to Production Techniques and Practices
- TEL-T 336 Digital Video Production
- TEL-T 434 Advanced Production Workshop
- Two communication electives

**Journalism**

- JOUR-J 341 Newspaper Reporting
- JOUR-J 351 Newspaper Editing
- JOUR-J 401 Depth Reporting and Editing
- Four communication electives

**Public Relations**

- JOUR-J 319 Introduction to Public Relations
- JOUR-J 428 Public Relations Planning and Research
- SPCH-S 122 Interpersonal Communication
- SPCH-S 223 Business and Professional Communication
- SPCH-S 324 Persuasive Speaking
- SPCH-S 440 Organizational Communication
- One communication elective

**Speech Communication | B.A.****Bachelor of Arts (B.A.) in Speech Communication**

- **Interpersonal Communication** | 4-Year Degree Plan (Sample)
- **Organizational Communication** | 4-Year Degree Plan (Sample)
- **Public Advocacy (Rhetorical)** | 4-Year Degree Plan (Sample)

**About Speech Communication**

The Bachelor of Arts (B.A.) in speech communication prepares students for a wide variety of careers including advertising, business, sales, communication consulting, training and development, human resources, politics, government, health fields, and other careers that focus on problem-solving interactions, management, and human relations.

**Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**Note** | At least 30 credit hours must be at the 300- or 400-level. Students must complete all requirements in the major with a grade of C or higher.

**General Education Requirements (33-39 cr.)**

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

**Fundamental Literacies (13-19 cr.)**

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | Select from approved course list

**Common Core Courses (12 cr.)**

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

**Contemporary Social Values (8 cr.)**

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

**Additional Requirements (24 cr.)**

- **World Languages (6 cr.)** | Select two consecutive courses in one language (may be satisfied with language placement test and credit by examination)
- **History (3 cr.)** | Select one course in any area of history
- **Electives (15 cr.)** | Select five courses from any mix of disciplines

**Minor (18 cr.)**

**Note** | Minor courses must be approved by a faculty member in the specific discipline.

**Speech Communication Core Classes (15 cr.)**

- JOUR-C 200 Introduction to Mass Communications
- SPCH-S 205 Introduction to Speech Communication
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 400 Senior Seminar in Speech
- SPCH-S 405 Human Communication Theory

**Select One Concentration (24 cr.)****Interpersonal Communication**

- SPCH-S 122 Interpersonal Communication

- SPCH-S 223 Business and Professional Communication
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 380 Nonverbal Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 450 Gender and Communication
- Two communication electives

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### Organizational Communication

- SPCH-S 122 Interpersonal Communication
- SPCH-S 223 Business and Professional Communication
- SPCH-S 229 Discussion and Group Methods
- SPCH-S 324 Persuasive Speaking
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 440 Organizational Communication
- Two communication electives

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### Public Advocacy (Rhetorical Studies)

- SPCH-S 228 Argumentation and Debate
- SPCH-S 324 Persuasive Speaking
- SPCH-S 440 Organizational Communication
- SPCH-S 444 Political Communication
- Four communication electives

### Communication | Minors

#### Minor in Mass Communication

**Note** | Students must complete all requirements in the minor with a grade of C or higher.

#### Minor Requirements (21 cr.)

All courses are 3 credit hours, unless otherwise designated.

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 410 Media as Social Institutions
- SPCH-S 205 Introduction to Speech Communication
- TEL-R 287 Process and Effects of Mass Communications
- TEL-R 404 Topical Seminar in Telecommunications

#### Select one of the following:

- SPCH-S 121 Public Speaking
- One communication elective

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#### Minor in Speech Communication

#### Minor Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- JOUR-C 200 Introduction to Mass Communications
- SPCH-S 121 Public Speaking
- SPCH-S 122 Interpersonal Communication
- SPCH-S 205 Introduction to Speech Communication
- SPCH-S 321 Rhetoric and Modern Discourse
- One communication elective (300-level or above)

**Note** | Students must complete all requirements in the minor with a grade of C or higher.

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#### Minor in Interpersonal Communication

#### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- SPCH-S 122 Interpersonal Communication
- SPCH-S 205 Introduction to Speech Communication

#### Select three of the following:

- SPCH-S 229 Discussion and Group Methods
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 380 Nonverbal Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 450 Gender and Communication

# Integrated New Media Studies | Index

## Integrated New Media Studies

Michael Lasater, Ph.D. | Area Coordinator  
Northside 103 | (574) 520-4134 | [newmedia.iusb.edu](http://newmedia.iusb.edu)

### Faculty

Professors | **Ackoff, Lasater**  
Assistant Professors | **Hottois, Souther**  
Lecturer | **Mociulski**  
Area Coordinator | **Lasater**

### Undergraduate Degrees Offered

- B.F.A. Integrated New Media Studies with a group focus in Design | Music | Video and Motion Media
- B.F.A. Integrated New Media Studies with a concentration in Graphic Design | Informatics

### Minors Offered

- Minor in Integrated New Media Studies
- Studio Minor in Graphic Design

### Course Descriptions

- Integrated New Media Studies INMS

### Index

- About Integrated New Media Studies
- Transfer Credit Hours
- Upper-Divisional Review

### Integrated New Media Studies | About About Integrated New Media Studies

Integrated New Media Studies (INMS) offers students a Bachelor of Fine Arts (B.F.A.) degree that combines art, design, and communication with contemporary digital and computer technologies. The core curriculum is built on a solid grounding in graphic design, video and motion media, interactive multimedia and web design, and music/sound production. Students may select from three degree offerings:

- B.F.A. in INMS
- B.F.A. in INMS with a concentration in graphic design
- B.F.A. in INMS with a concentration in informatics

Students completing the B.F.A. in INMS will be prepared to participate in all phases of new media project development—from conception and planning through design, programming, production, and distribution. New media skills may be applied to many careers, including website and graphic design; theater design; digital filmmaking and animation; interactive and distance education; medical, nursing, and patient education; game design; electronic and computer music; new media art; as well as business applications in product development and training, marketing, sales, and advertising.

### Transfer Credit Hours

As applicable within the B.F.A. in INMS degree, students may transfer credit hours earned at other IU campuses or under articulation agreement with Ivy Tech Community College without portfolio review, subject to IU South

Bend Transfer of Credit policy (see index of this bulletin). Otherwise, transfer students with studio credit hours from their previous institutions must submit portfolios for faculty evaluation, as well as course descriptions and syllabi, where available. Specific procedures for the submission of transfer credit hours may be found on the INMS area website.

### Upper-Divisional Review

All students in the INMS program are considered pre-B.F.A. students until they complete an upper-divisional review. Ordinarily, this review is scheduled when the student has successfully completed 50 to 60 credit hours distributed across all degree categories. Within these credit hours, students need to have completed coursework in lower-level studio and production courses sufficient that, on the basis of projects and exercises completed in these courses, the INMS faculty may judge students' probable success in undertaking upper-level coursework and completing the degree. INMS faculty members advise appropriate courses and monitor students' progress prior to upper-divisional review. A review is scheduled when the faculty judges that, in consideration of a student's program of study, the student has had sufficient opportunity to produce work demonstrating appropriate progress in the degree. Further information regarding the upper-divisional review process may be found on the INMS website.

### Integrated New Media Studies, Group Focus | B.F.A. Bachelor of Fine Arts (B.F.A.) in Integrated New Media Studies

with a group focus in Music, Design, or Video and Motion Media

4-Year Degree Plans (Sample) | Music | Design | Video and Motion Media

### Degree Requirements (123 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Campuswide Curriculum (27 cr.)

For a detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses

### Fundamental Literacies (13 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | JOUR-J 210 Visual Communication
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | FINA-P 273 Computer Art and Design I

### Common Core Courses (6 cr.)

- **The Natural World** | Select from approved course list

- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond
- **Art, Aesthetics, and Creativity** | INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media

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### Contemporary Social Values (8 cr.)

- **Non-Western Cultures** (3 cr.) | Select from approved course list
- **Diversity in the United States** (3 cr.) | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

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### History and Aesthetics (15 cr.)

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media
- JOUR-J 210 Visual Communication
- MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond

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### New Media Core (33 cr.)

- FINA-P 323 Introduction to Web Design
- FINA-P 324 Intermediate Web Design
- FINA-P 475 Computer Art and Design III
- INMS-F 102 Fundamental 2D Design
- INMS-P 273 Computer Art and Design I
- FINA-S 323 Intermediate Photoshop
- MUS-A 101 Introduction to Audio Technology
- TEL-T 336 Digital Video Production
- TEL-T 273 Media Program Design
- TEL-T 283 Introduction to Production Techniques and Practices
- TEL-T 434 Advanced Production Workshop

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### Group Focus (9 cr.)

Select one of the following focus areas:

#### Music

- MUS-A 190 Art, Aesthetics, and Creativity  
VT: Exploring Musical Composition
- MUS-K 403 Electronic Studio Resources I
- MUS-T 120 Computer Skills for Musicians

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#### Design

- FINA-P 455 Advanced Lettering and Typography
- FINA-P 461 Graphic Reproduction Methods I
- FINA-S 324 Page Layout and Design

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#### Video and Motion Media

- FINA-S 300 Video Art
- INFO-I 310 Multimedia Arts and Technology
- TEL-T 430 Topical Seminar in Design and Production

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#### General Electives (18 cr.)

- At least 9 credit hours must be taken at the 300-level or above

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#### Minor (15 cr.)

Students must complete a minor to complement their degree program and provide additional skills in a related area. The student may select a minor from any field except the Minor in Integrated New Media Studies or the Studio Minor in Graphic Design.

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#### World Language (6 cr.)

- Two semesters of one world language

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#### Bachelor of Fine Arts Show (0 cr.)

- FINA-S 499 Bachelor of Fine Arts Final Review (0 cr.)

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#### Integrated New Media Studies, Graphic Design | B.F.A. Bachelor of Fine Arts (B.F.A.) in Integrated New Media Studies

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#### with a Concentration in Graphic Design 4-Year Degree Plan (Sample)

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#### Degree Requirements (123 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum (27 cr.)

#### Fundamental Literacies (13 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | JOUR-J 210 Visual Communication
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | FINA-P 273 Computer Art and Design

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#### Common Core Courses (6 cr.)

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond
- **Art, Aesthetics, and Creativity** | INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media

---

#### Contemporary Social Values (8 cr.)

- **Non-Western Cultures** (3 cr.) | Select from approved course list
- **Diversity in the United States** (3 cr.) | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

---

#### History and Aesthetics (15 Cr.)

- FINA-A 101 Ancient and Medieval Art

- FINA-A 102 Renaissance Through Modern Art
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media
- JOUR-J 210 Visual Communication
- MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond

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### **New Media Core (33 cr.)**

- FINA-P 323 Introduction to Web Design
- FINA-P 324 Intermediate Web Design
- FINA-P 475 Computer Art and Design III
- FINA-S 323 Intermediate Photoshop
- INMS-F 102 Fundamental 2D Design
- INMS-P 273 Computer Art and Design I
- MUS-A 101 Introduction to Audio Technology
- TEL-T 273 Media Program Design
- TEL-T 283 Introduction to Production Techniques and Practices
- TEL-T 336 Digital Video Production
- TEL-T 434 Advanced Production Workshop

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### **Graphic Design Concentration (24 cr.)**

- FINA-P 453 Graphic Design III
- FINA-P 454 Graphic Design IV
- FINA-P 455 Advanced Lettering and Typography
- FINA-P 461 Graphic Reproduction Methods I
- FINA-S 305 Graphic Design Internship
- FINA-S 324 Page Layout and Design
- FINA-S 351 Typography I  
VT: Graphic Design II
- INMS-S 250 Graphic Design 1

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### **General Electives (18 cr.)**

At least 9 credit hours must be at the 300- or 400-level.

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### **World Language (6 cr.)**

- Two semesters of one world language

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### **Bachelor of Fine Arts Show (0 cr.)**

- FINA-S 499 Bachelor of Fine Arts Final Review (0 cr.)

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### **Integrated New Media Studies, Informatics | B.F.A. Bachelor of Fine Arts (B.F.A.) in Integrated New Media Studies**

#### **with a Concentration in Informatics (123 cr.) 4-Year Degree Plan (Sample)**

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#### **Degree Requirements (123 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **General Education Curriculum (27 cr.)**

For a detailed description of the IU South Bend campuswide general-education curriculum, including lists of approved courses, please see pages 35-40.

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#### **Fundamental Literacies (13 cr.)**

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)

- **Visual Literacy** | JOUR-J 210 Visual Communication
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | FINA-P 273 Computer Art and Design I

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### **Common Core Courses (6 cr.)**

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond
- **Art, Aesthetics, and Creativity** | INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media

---

### **Contemporary Social Values (8 cr.)**

- **Non-Western Cultures** (3 cr.) | Select from approved course list
- **Diversity in the United States** (3 cr.) | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

---

### **History and Aesthetics (15 Cr.)**

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media
- JOUR-J 210 Visual Communication
- MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond

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### **New Media Core (33 cr.)**

- FINA-P 323 Introduction to Web Design
- FINA-P 324 Intermediate Web Design
- FINA-P 475 Computer Art and Design III
- FINA-S 323 Intermediate Photoshop
- INMS-F 102 Fundamental 2D Design
- INMS-P 273 Computer Art and Design I
- MUS-A 101 Introduction to Audio Technology
- TEL-T 273 Media Program Design
- TEL-T 283 Introduction to Production Techniques and Practices
- TEL-T 336 Digital Video Production
- TEL-T 434 Advanced Production Workshop

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### **Informatics Concentration (24 cr.)**

- CSCI-A 201 Introduction to Programming
- CSCI-A 340 An Introduction to Web Programming
- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 202 Social Informatics
- INFO-I 300 Human-Computer Interaction
- INFO-I 310 Multimedia Arts and Technology

- TEL-T 430 Topical Seminar in Design and Production

### **General Electives (18 cr.)**

- At least 9 credit hours must be at the 300- or 400-level.

### **World Language (6 cr.)**

- Two semesters of one world language

### **Bachelor of Fine Arts Show (0 cr.)**

- FINA-S 499 Bachelor of Fine Arts Final Review (0 cr.)

### **Integrated New Media Studies | Minor, Certificate Minor in Integrated New Media Studies**

#### **Minor Requirements (18 cr.)**

#### **Required Core Courses**

- FINA-P 323 Introduction to Web Design
- INMS-F 102 Fundamental 2D Studio
- INMS-P 273 Computer Art and Design I
- TEL-T 336 Digital Video Production

#### **Required Upper-Level Courses**

Select two of the following:

- FINA-P 324 Intermediate Web Design
- FINA-S 323 Intermediate Photoshop
- FINA-S 300 Video Art
- FINA-S 324 Page Layout and Design
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media
- TEL-T 430 Topical Seminar in Design and Production

#### **Recommended Electives (not required)**

- CSCI-A 340 An Introduction to Web Programming
- FINA-P 475 Computer Art and Design III
- INFO-I 310 Multimedia Arts and Technology

### **Studio Minor in Graphic Design**

#### **Studio Minor Requirements (18 cr.)**

#### **Art History Courses (3 cr.)**

Select one of the following:

- FINA -A 101 Ancient and Medieval Art
- FINA- A 102 Renaissance Through Modern Art

#### **Upper-level Art History (3 cr.)**

- FINA-A 470 Problems in Art History

#### **Fundamental Courses (6 cr.)**

- FINA-P 273 Computer Art and Design I
- INMS-F 102 Fundamental 2D Design

#### **Studio Courses (6 cr.)**

- FINA-S 324 Page Layout and Design

Select one of the following:

- FINA-P 323 Introduction to Web Design
- FINA-S 323 Intermediate Photoshop

## Music | Index

### IU South Bend Music Area

Jeffrey Wright, Ph.D. | Coordinator  
Northside 103 | (574) 520-4134 | [music.iusb.edu](http://music.iusb.edu)

#### Faculty

Martin Professor of Piano | **Toradze**  
Associate Professor | **J. Muñiz**  
Assistant Professors | **Douglas, Duce, McCormack, Mayrose, J. Wright**  
Lecturers | **Badridze, Cooper, Li, Murphy, Vargas**  
Faculty Emerit | **Barton, Demaree, Esselstrom**  
Area Coordinator | **J. Wright**

#### Graduate Degrees Offered

- Master of Music
- Artist Diploma

#### Undergraduate Degrees Offered

- Bachelor of Arts in Music
- Bachelor of Music | Composition | Orchestral Instrument | Organ | Piano | Voice Performance
- Bachelor of Science in Music and an Outside Field (not available to new students)
- B.M.E. with Instrumental-/Choral-General Concentrations
- The Performer Diploma

#### Course Descriptions

Music MUS

#### Index

- Curriculum for Bachelor Degrees
- Admission
- Transfer Students
- Credit for Professional Experience
- Ensemble Requirement | Voice Majors | Piano Majors
- Checklist
- Applied Music Procedures
- Performer's Certificate
- Composer's Certificate
- Events Attendance
- Convocation
- Performance Laboratory
- Bachelor's Degrees in Music | Keyboard Proficiency | Keyboard Proficiency Exam | Requirements for Keyboard Proficiency
- Graduate Music

#### Music | Information

##### General Information

##### Admission

In addition to the general admission requirements for IU South Bend, prospective music students must take the following steps:

- Students must audition on their major instrument. A later change of major instrument requires an additional audition. For information about audition dates and repertoire, contact the [Ernestine M. Raclin School of the Arts](http://Ernestine M. Raclin School of the Arts) office.

- All entering first-time students must complete an assessment process to determine their placement in music theory and music history classes. There is no charge for this examination which is administered the week before classes start each semester.

Once the above steps are complete, the student may be certified as a music major. However, up to the time when 45 credit hours are successfully complete, the student may transfer to another academic degree program, either at the student's request or on the recommendation of the music faculty.

#### Transfer Students

Transfer students must audition in a major performing area for admission to a particular curriculum. Applicants with cumulative grade point averages below the requirement may petition for admission on probationary status on the basis of musical talent demonstrated by an audition before music faculty members.

Transfer students who have completed college coursework in a music degree program must take placement examinations in music theory, aural skills, music history, and keyboard proficiency. These examinations are administered the week before classes start each semester.

All credit hours in music and world languages from an institution other than Indiana University are subject to placement and evaluation in the [Ernestine M. Raclin School of the Arts](http://Ernestine M. Raclin School of the Arts) and must be validated upon entrance by examination or audition.

Transfer students, especially those transferring for their junior or senior years, must be aware of the possibility that not all credit hours in the above areas are accepted or counted toward degree requirements in the [Ernestine M. Raclin School of the Arts](http://Ernestine M. Raclin School of the Arts). These students may have to spend a longer time to complete their bachelor's degrees. Transfer students may take a music examination to demonstrate their comprehension when they have passed an equivalent course at another institution. (See Credit by Examination within Academic Regulations and Policies of the university in this publication for more information.)

#### Credit for Professional Experience

Students seeking credit for equivalent professional experience are evaluated as follows:

- In academic courses, on the recommendation of the area coordinator, the student may gain [Ernestine M. Raclin School of the Arts](http://Ernestine M. Raclin School of the Arts) credit by examination.
- In applied music, advanced placement in a medium is achieved only through parallel music performance and literature examinations which evaluate the composite level of experience.
- To acquire music course credit by examination, the test must be conducted by the music faculty at IU South Bend.

#### Ensemble Requirement

All undergraduate music students in the Ernestine M. Raclin School of the Arts must enroll in a major ensemble and earn a passing grade each semester of registration regardless of admission status. Attendance at public performances of the major ensemble is required.

To preserve necessary performance balances, no withdrawals from music ensembles are permitted after the second week of the semester. Appeals must be directed to the music faculty. Students should note that absence from a public performance, for any reason other than emergency illness, is regarded with the utmost seriousness, and is grounds for failure in ensemble.

Commencement activities and similar ceremonies may require performances by university ensembles after semester classes are over. The music faculty issues grades in such cases pending satisfactory participation by all performers and reserves the right to revise those grades after original issuance where necessary.

### **Voice Majors |**

The ensemble requirement for the Bachelor of Music, Bachelor of Science in Music, Bachelor of Arts in music, and the Performance minor, all with the specialty in voice (voice majors) is a minimum of four semesters of large ensemble (required), plus an additional four semesters of either large ensemble or chamber choir, MUS-X 420 Small Ensembles, subject to acceptance by audition to the small vocal ensemble.

### **Piano Majors |**

The ensemble requirement for the Bachelor of Music, Bachelor of Science in Music, Bachelor of Arts in music, and the Performance minor, all with the specialty in piano (piano majors) is two semesters of MUS-X 70 University Choral Ensembles. This is required as part of the large ensemble requirement.

### **Checklist**

Students who do not return equipment, music, instruments, keys, locks, etc., to the music office or other designated area by the designated date are placed on a checklist. A student on the checklist may neither register in the following semester nor receive honorable dismissal to enter another institution. If the item cannot be returned, the student is charged for its replacement value, plus necessary fines to cover the clerical operation. Keys that are lost or not returned require a complete lock change, and this cost is charged to the student.

### **Applied Music Procedures**

The assignment of students to teachers for applied music lessons is the responsibility of the music area coordinator, and is made on the basis of student request and availability of the preferred teacher. At the time of enrollment, students may indicate their first, second, and third choice of teachers. (It is recommended that major and concentration-level students contact their preferred teacher(s) before enrollment.)

No one may withdraw from an applied music course once the formal assignment list is posted except by appeal to the music faculty. Because a major portion of a faculty member's time is allocated by the enrollment process to a single student, assignment in these courses must be final. A jury is the assessment method in applied music equivalent to the final exam. Juries are held at the end of each semester for students taking applied music in the enrolled instrument.

A student who cannot come for a scheduled lesson is required to notify the teacher at least 24 hours before the beginning of the lesson; otherwise, except for illness

immediately prior to a lesson, the student will forfeit the right to a make-up lesson. Students absent without excuse from more than three lessons in any one applied music course during a semester will be failed in that subject, but their lessons will not be discontinued. Lessons missed by the teacher will be made up at the mutual convenience of the pupil and the teacher.

The number of lessons in a semester depends upon the number of lesson hours falling upon regular school days, once applied-music assignments are complete, not including University holidays.

Students must register for applied music courses at least one week prior to the start of classes each semester. If a student misses this deadline, they forfeit their spot in the studio, which may be assigned to another student. Students who miss the deadline may fill out an Appeal for Late Registration in Applied Lessons, which will be reviewed by the faculty.

### **Performer's Certificate**

The IU South Bend Ernestine M. Raclin School of the Arts faculty established the Performer's Certificate to honor those students who exhibit exceptional abilities in music performance. While all applied music students are eligible, the certificate is rarely awarded to those below senior standing. No regular schedule of awards is established nor shall any student receive the certificate twice.

A student is nominated for the Performer's Certificate by the student's applied music instructor. If the nomination is agreed to by two-thirds of the full-time music faculty, all full-time music faculty members are thereby obligated to attend the public recital itself, following which a final ballot is taken from a minimum of six full-time faculty members. The certificate is awarded unless two or more negative ballots are cast by those present and voting.

### **Composer's Certificate**

The faculty also established the Composer's Certificate to honor those composition majors who exhibit exceptional abilities in composition while at IU South Bend. Composition majors are normally considered for this award in conjunction with their senior recital in composition.

The criteria for this award are not only the quality of the student's compositions, but also the degree of professionalism exhibited in the preparation of the compositions for public performance. No regular schedule of awards is established. A student who is awarded the Composer's Certificate shall not thereby be prevented from also receiving the Performer's Certificate, and vice versa. The procedures by which a student is nominated for and elected are identical to those established for the Performer's Certificate.

### **Events Attendance**

All music students (undergraduates, minors\*, graduates, and diploma students) must enroll in MUS-I 100 Cultural Events Attendance, (a pass-fail zero-credit-hour course) every semester at IU South Bend. Students submit ticket stubs and programs to an instructor who uses OnCourse to maintain student records. Students must enroll in and pass this course every semester in residence to receive their degree. Students need to attend eight events every

semester. A list of the events available will be published by the Production Office.

### Convocation

In addition to cultural events attendance, students enrolled in MUS-I 100 Cultural Events Attendance are required to meet once a week for every week of the semester in a Convocation/Recital Hour, where post-upper-division undergraduates, and graduate students will perform, as well as freshman and sophomore students by nomination.

### Performance Lab

All undergraduate students and minors\*\* must also enroll in MUS-U 310, Performance Laboratory, prior to passing the upper-divisional examination

### Bachelor's Degrees in Music

#### Keyboard Proficiency |

All music majors, other than those majoring in a keyboard instrument, are required to enroll in piano class until they have passed the piano proficiency examination. These students must enroll in MUS-P 105 Piano Proficiency, and attempt the examination, no later than their fourth semester of study. Further, these students are entitled to enroll for one semester in MUS-P 200 Piano rather than class piano, and this semester shall be the semester in which the student is enrolled in MUS-P 105 Keyboard Proficiency and takes the examination.

Music students majoring in a keyboard instrument must enroll in MUS-P 105 Keyboard Proficiency and take the piano proficiency examination no later than their second semester of study. If such students cannot pass the examination at that time, they are encouraged to enroll in class piano.

#### Keyboard Proficiency Exam |

MUS-P 105 Keyboard Proficiency is a requirement for graduation to all students majoring in music, part of the Midterm Assessment (Upper Division Examination). The proficiency examination tests the student's ability to use the piano as a tool within the framework of professional activities; thus, the requirements vary in emphasis according to the area of major study. The test is taken with the consent of the instructor with whom the secondary student is studying. Entering students who are prepared to take the examination may do so.

The examination is offered at the beginning of each fall semester and at the end of each fall and spring semester. Examining committees will consist of at least one member of the piano faculty plus a representative from either the theory of music education faculties, or both. A student may attempt all or part of the examination in a given semester; any requirements attempted in which the student is deemed to be deficient will be subject to reexamination in the following semester.

Students, except those majoring in a keyboard instrument, are required to enroll in piano class until they have passed the piano proficiency or have completed the piano class sequence (MUS-P 101 Piano Class 1, MUS-P 102 Piano Class 2, MUS-P 103 Piano Class 3, MUS-P 104 Piano Class 4). Students who reach the fourth semester of piano class, MUS-P 104 Piano Class 4, without having attempted the examination are required to do so during that fourth semester. Students are entitled to enroll in one semester of studio instruction in piano (MUS-P 200 Piano)

upon completion of the piano class sequence (or earlier, with faculty permission). Enrollees in MUS-P 200 Piano will take the piano proficiency examination at the end of the semester as part of the jury examination. Note that all students majoring in a keyboard examination must take the piano proficiency examination no later than the end of their first semester of study.

Students who intend to attempt the examination in a given semester will enroll that semester in the noncredit course number MUS-P 105 Keyboard Proficiency. The successful completion of the examination will confer the grade of S; the completion of part of the examination will confer the grade of I, and the failure of the entire examination (or the refusal to attempt it) will confer the grade of F. Once students have passed part of the examination, they are required to attempt it in each succeeding semester until passed. However, they need not reenroll in MUS-P105 Keyboard Proficiency.

#### Requirements for Keyboard Proficiency

- Play any Major scale, two hands together, 2 octaves.
- Read a melodic line at sight, incorporating a simple accompaniment with indicated chords.
- Sight-read a four-part chorale or hymn.
- Sight-read as follows | Voice (B.M., B.S.): an accompaniment to an art song | Instrumental (B.M., B.S.): an accompaniment to an instrumental solo.
- Keyboard (except organ) (B.M., B.S.): the piano part of an ensemble piece such as a Mozart sonata for piano and violin.
- Play a Roman numeral chord progression, such as I IV ii 6 V7 I, in a major key (to four sharps or flats). Perform a prepared repertoire piece from the last semester of the Piano Class sequence (or similar level for transfer students, such as a movement from a Clementi sonatina. Acceptable repertoire can be found in Alfred's Group Piano for Adults Book 2, pgs 341-373 or any piece from Easy Classics to Moderns Vol. 17
- Additional requirements: (required of students in the degree programs indicated)
- Piano and Organ (B.M., B.S.): Scales and arpeggios, major and minor keys, in sixteenth notes, two hands—four octaves, quarter note = M.M. 144.
- Organ (B.M., B.S.): Chorale style improvisation, modulation to any key; Transposition of a hymn by a half or whole step in either direction. Sight-reading of vocal score.
- Voice (B.M., B.S.): Sight-reading a solo vocal part together with the piano accompaniment.
- Composition (B.M. and M.M.): Sight-reading (from score) a portion of a Classical period string quartet (slow movement). Realize in four parts a Roman numeral progression which modulates to a distantly related key, and which may include chord types such as the augmented sixth, Neapolitan sixth, altered dominants, etc. Sight-reading a portion of a twentieth century piano work of moderate difficulty, e.g., Bartók Mikrokosmos, Vol. V.

## Music | Campuswide Curriculum Curriculum for Bachelor Degrees

### Campuswide Curriculum for B.A., B.M., and B.S. Degrees (39 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Fundamental Literacies (19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | MUS-T 120 Computer Skills for Musicians

#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list (**Note** | Music majors may not fulfill this requirement with MUS-T 190: Classical Music and Beyond)
- **Art, Aesthetics, and Creativity** | MUS-A 190 Art, Aesthetics, and Creativity\*

#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | MUS-M 375 Survey of Ethnic and Pop Music of the World
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

#### Core Musicianship (22-25 cr.)

##### Music Theory and History |

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music (Not required for B.M.E.)
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV

- MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)

#### Other Music Requirements |

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

#### Music | B.A. Bachelor of Arts (B.A.) in Music

##### 4-Year Plan of Study (Sample)

#### About the B.A. in Music

The Bachelor of Arts in music at IU South Bend is a liberal arts degree program with a major in music and a degree focus that combines general education with studies in musicianship and an area of emphasis in music such as performance, theory and music history, and composition.

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum (39 cr.)

See list of approved classes

#### World Languages (6 cr.)

Two semesters of languages (may be satisfied with world languages placement test and credit by examination)

#### Core Musicianship (25 cr.)

##### Music Theory and History |

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)

#### Other Music Requirements |

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

**Piano Proficiency (4 cr.)****Option 1 |**

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

**Option 2 (when piano is primary instrument) |**

- MUS-P 105 Keyboard Proficiency (0 cr.)
- Secondary Instrument at 200 level (2 cr. ) (two semesters)

**Applied Music (8 cr.)**

- MUS-\_ 200 Principal Instrument/Voice (1 cr. each semester)

**Ensemble (8 cr.)**

Select one of the following during every semester of enrollment:

- MUS-X 002 Piano Accompanying (1 cr.)
- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

**Other Music (2 cr.)**

- MUS-I 421 Bachelor of Arts Senior Thesis (2 cr.)

**Music Electives (13 cr.)**

- At least 6 credits at the 300-level or above.
- No more than 6 credits in applied music.

**General Electives | not music (15 cr.)**

- At least 6 credits at the 200-level or above.

**Music | Bachelor of Bachelor of Music****About the Bachelor of Music**

The Bachelor of Music is a professional undergraduate degree that offers rigorous musical training with a solid foundation in general education. It prepares students for a performance and composition and/or private teaching career. The Bachelor of Music degree program is designed for a strong music education with academic and practical experience.

Bachelor of Music students complete the core curriculum of music studies: music theory, aural and piano skills, and music history. Students also fulfill campuswide general-education courses. In addition to academic music courses, students also take lessons with applied music faculty and participate in university ensembles and chamber music. Performance opportunities include recitals, opera, opera workshop, and outreach performances in the community.

**Bachelor of Music, Composition****4-Year Degree Plan (Sample)****Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**Campuswide General Education (39 cr.)**

Select from approved course list

**World Languages (6 cr.)**

Two semesters of one language (may be satisfied with world languages placement test and credit by examination).

**Core Musicianship (25 cr.)****Music Theory and History |**

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)

**Other Music Requirements |**

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

**Piano Proficiency (4 cr.)****Option 1 |**

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

**Option 2 when piano is primary instrument |**

- MUS-P 105 Keyboard Proficiency (0 cr.)
- Secondary Instrument at 200 level (2 cr. ) (two semesters)

**Applied Music (19 cr.)**

- MUS-I 412 Bachelor of Music Senior Recital (0 cr.)
- MUS-K 210 Applied Composition, Secondary Level (1 cr. each semester) (beginning second semester until Upper-Divisional Examination is passed)
- MUS-K 410 Applied Composition, Major Level (2 cr. each semester) (every semester after the Upper-Divisional Examination has been passed)
- MUS-\_ 300 Principal Instrument (1 cr. each semester)

**Ensemble (8 cr.)**

Select one of the following during every semester of enrollment:

- MUS-X 002 Piano Accompanying (1 cr.)

- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

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#### Chamber Music (2 cr.)

- Chamber music or small ensemble (1 cr.) (two semesters)

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#### Other Music (12 cr.)

- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-K 231 Free Counterpoint I (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)
- MUS-K 403 Electronic Studio Resources I
- MUS-K 404 Electronic Studio Resources II

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#### Electives (5 cr.)

#### Music, Orchestral Instrument | B.M. Bachelor of Music (B.M.) Orchestral Instrument

#### 4-Year Degree Plan (Sample)

#### Degree Requirements

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum (39 cr.)

Select from approved course list

#### World Languages (6 cr.)

Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

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#### Core Musicianship (25 cr.)

#### Music Theory and History |

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)

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#### Other Music Requirements |

- MUS-I 100 Cultural Events Attendance (0 cr.) (eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

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#### Piano Proficiency (4 cr.)

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)

- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

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#### Applied Music (16 cr.)

- MUS-I 411 B.M. Junior Recital (0 cr.)
- MUS-I 412 B.M. Senior Recital (0 cr.)
- MUS-\_ 400 Principal Instrument (2 cr. each semester)

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#### Ensemble (8 cr.)

Select one of the following during every semester of enrollment:

- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

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#### Chamber Music (4 cr.)

#### Other Music (7 cr.)

- MUS-E 457 Instrumental Pedagogy (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-M 447 Instrumental Literature (3 cr.)

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#### Music Electives (8 cr.)

- At least 6 credits at the 300-level or above
- No more than 6 credits in applied music

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#### General Electives (3 cr.)

- One non-music elective at the 200-level or above

#### Music, Organ | B.M.

#### Bachelor of Music, Organ

#### 4-Year Program of Study (Sample)

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

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#### General Education Curriculum (39 cr.)

See list of approved classes

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#### World Languages (6 cr.)

Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

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#### Core Musicianship (25 cr.)

#### Music Theory and History |

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sightsinging and Aural Perception III (1 cr.)
- MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)

**Other Music Requirements |**

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

**Piano Proficiency (4 cr.)**

- MUS-P 105 Keyboard Proficiency (0 cr.)
- MUS-P 211 Keyboard Techniques (2 cr.)
- Secondary Instrument at 200-level (1 cr. ) (two semesters)

**Applied Music (19 cr.)**

- MUS-I 411 B.M. Junior Recital (0 cr.)
- MUS-I 412 B.M. Senior Recital (0 cr.)
- MUS-Q 400 Organ Undergraduate Major (2 cr. each) (six semesters)
- MUS-V 201 Voice Class (1 cr.)
- MUS-V 202 Voice Class II (2 cr.)
- MUS-P 400 Piano Undergraduate Major (2 cr.)
- MUS-Q 400 Organ Undergraduate Major (2 cr.)

**Select one of the following for two semesters:**

- MUS-P 400 Piano Undergraduate Major (2 cr.)
- MUS-Q 400 Organ Undergraduate Major (2 cr.)

**Select one of the following during every semester of enrollment:**

- MUS-X 002 Piano Accompanying (1 cr.)
- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

**Chamber Music (2-8 cr.)**

- MUS-X 423 Chamber Music (1 cr. each | two semesters, at the discretion of the course coordinator)

**Other Music (6 cr.)**

- MUS-E 457 Instrumental Pedagogy (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-G 380 Advanced Conducting (2 cr.)
- Music Electives (6 cr.)

Choose six credits of music courses at a 200 level or higher.

**Additional Electives**

Additional electives may be taken to add up to 120 credits for the degree

**Music, Piano | B.M.****Bachelor of Music (B.M.), Piano**

4-Year Plan of Study (Sample)

**Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated

**General Education Curriculum (39 cr.)**

See list of approved classes

**World Languages (6 cr.)**

Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

**Core Musicianship (25 cr.)****Music Theory and History |**

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightseeing and Aural Perception I (1 cr.)
- MUS-T 116 Sightseeing and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sightseeing and Aural Perception III (1 cr.)
- MUS-T 216 Sightseeing and Aural Perception IV (1 cr.)

**Other Music Requirements |**

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

**Applied Music (12 cr.)**

- MUS-I 411 Bachelor of Music Junior Recital (0 cr.)
- MUS-I 412 Bachelor of Music Senior Recital (0 cr.)
- MUS-P 400 Piano Undergraduate Major (1 cr.) (four semesters or until Upper-Divisional Examination is passed)
- MUS-P 400 Piano Undergraduate Major (2 cr.) (four semesters)

**Ensemble (8 cr.)**

- MUS-X 002 Piano Accompanying (1 cr.) (six semesters)
- MUS-X 070 University Choral Ensembles (1 cr.) (two semesters)

**Chamber Music (4 cr.)**

- Chamber music or small ensemble (1 cr.) (four semesters)

**Other Music (10 cr.)**

- MUS-E 493 Piano Pedagogy (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-M 443 Survey of Keyboard Literature I (2 cr.)
- MUS-M 444 Survey of Keyboard Literature II (2 cr.)
- MUS-P 211 Keyboard Technique (2 cr.)

**Music Electives (10 cr.)**

- At least 6 credits at the 300-level or above

- No more than 6 credits in applied music

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### General Electives (6 cr.)

- Two non-music electives at the 200-level or above

### Music, Voice | B.M.

#### Bachelor of Music (B.M.), Voice Performance

4-Year Degree Plan (Sample)

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### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

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### General Education Curriculum (39 cr.)

See list of approved classes

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### World Languages (6 cr.)

Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

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### Core Musicianship (25 cr.)

#### Music Theory and History |

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sight-singing and Aural Perception I (1 cr.)
- MUS-T 116 Sight-singing and Aural Perception II (1 cr.)
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 215 Sight-singing and Aural Perception III (1 cr.)
- MUS-T 216 Sight-singing and Aural Perception IV (1 cr.)

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### Other Music Requirements |

- MUS-I 100 Cultural Events Attendance (0 cr.)(eight semesters)
- MUS-U 310 Performance Laboratory (0 cr.) (each semester prior to passing Upper-Divisional Examination)
- MUS-X 296 Applied Music Upper-Divisional Jury Examination (0 cr.)

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### Piano Proficiency (4 cr.)

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

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### Applied Music (12 cr.)

- MUS-V 400 Voice Undergraduate Major (1 cr.) (four semesters or until Upper-Divisional Examination is passed)
- MUS-V 400 Voice Undergraduate Major (2 cr.) (four semesters)
- MUS-I 411 B.M. Junior Recital (0 cr.)
- MUS-I 412 B.M. Senior Recital (0 cr.)

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### Ensemble (8 cr.)

- MUS-X 070 University Choral Ensembles (1 cr.) (eight semesters)

Four semesters may be substituted with:

- MUS-X 420 Small Ensembles (1 cr.) (Chamber Choir section)

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### Other Music (18 cr.)

- MUS-E 494 Vocal Pedagogy
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-M 431 Song Literature I
- MUS-R 471 Vocal Performance Workshop I
- MUS-R 472 Vocal Performance Workshop II
- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
- MUS-U 122 Advanced Diction for Singers (2 cr.)

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### Additional Requirements (3 cr.)

- THTR-T 120 Acting I: Fundamentals of Acting

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### Electives (5 cr.)

#### Music, Music and an Outside Field | B.S. Bachelor of Science (B.S.) in Music and an Outside Field

**Note |** This program is no longer available for new students

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### About the B.S. in Music and an Outside Field

This liberal arts curriculum, approved by the associate dean for academics of the Ernestine M. Raclin School of the Arts, requires an emphasis in an outside field be comprised of 21 credit hours in another discipline. The following disciplines are recommended outside fields: business, psychology, theatre, radio/television, journalism, modern languages, English, history, mathematics, and computer science; others may be approved also. The student must consult an advisor in the outside field for the design of an appropriate sequence.

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### Degree Requirements (121-129 cr.)

#### Campuswide General Education (39 cr.)

See list of approved classes

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### World Languages (6 cr.)

Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

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### Core Musicianship (28 cr.)

See list of approved classes

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### Piano Proficiency (4 cr.)

#### Option 1 |

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

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#### Option 2 when piano is primary instrument |

- MUS-P 105 Keyboard Proficiency (0 cr.)
- Secondary Instrument at 200 level (2 cr.) (two semesters)

**Applied Music (8 cr.)**

- MUS-I 311 B.S./B.M.E./B.M. Jazz Senior Recital (0 cr.)
- MUS\_ 300 Principal Instrument (1 cr.) (each semester)

**Ensemble (8 cr.)**

Select one of the following every semester of enrollment:

- MUS-X 002 Piano Accompanying (1 cr.)
- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

**For voice majors, four semesters may be substituted with:**

- MUS-X 420 Small Ensembles (1 cr.) (Chamber Choir section)

**Chamber Music (2-8 cr.)**

MUS-X 423 Chamber Music (1 cr.) Two to eight semesters, depending upon principal instrument, at the discretion of the course coordinator (strings 8, winds 2, brass 2, percussion 2, guitar 2)

**Other Music (4 cr.)**

- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

**Concentration Sequence (22-24 cr.)**

Completion of an approved minor in any academic degree program offered at IU South Bend. Should the minor be less than 22-24 credit hours, sufficient coursework in the same area, approved by both the music area and the degree program offering the minor, must be taken to complete the required number of credit hours. Campuswide general-education credit hours taken in the minor area may be included in the total concentration credit hours.

**Psychology |**

This program combines professional music training with intensive and advanced study in laboratory psychology, childhood and adolescence, learning, personality, statistical analysis, abnormal psychology, perception, physiological psychology, etc., for students interested in music therapy, clinical work, and other related fields. Specific courses are selected in consultation with a psychology department advisor

**Theatre |**

This program complements professional training in music with coursework in acting, directing, design, and theatre technical. It is helpful to those planning careers in musical theatre, radio/television, and similar fields.

Each student in this program is assigned an advisor from the theatre area for guidance on this segment of the degree and must participate in some aspect of a theatre production each year.

**History |**

This program provides historical background for the study of music. Particular attention is given to Western

European, Russian, and American cultural history. Specific courses are selected in consultation with a history department advisor.

**Computer Science |**

Computers have wide application in contemporary music, in addition to their pervasive use in business and education. It is now possible for music majors to pursue this field as a concentration sequence. Students must take the mathematics placement examination before enrolling in any computer science course and must meet all prerequisites to courses selected. Specific courses are selected in consultation with a computer and information sciences department advisor.

**Programs Leading to Other Undergraduate Degrees |**

Students enrolled at IU South Bend may pursue coursework leading to the following degrees offered at the Indiana University School of Music (Bloomington or Fort Wayne campuses). Generally, three full years of coursework on these programs are currently available at IU South Bend. The fourth year may be added in the future. For complete curricula, requirements, and specific regulations regarding these specializations, see the bulletin of the School of Music. The academic advisor of the school is pleased to assist and counsel any student interested in one of these programs.

**Bachelor of Music**

- Early Instrument
- Jazz Studies
- Woodwind Instruments
- Theory
- Music History and Literature
- Music Therapy (Fort Wayne)

**Minors in Music**

All courses are 3 credit hours, unless otherwise designated.

A formal minor in music is available to students in any IU South Bend degree program. Students wishing to minor in music should speak with the music area coordinator. There are three different minor tracks: performance studies, music theory and history, and composition. All three programs include the following core requirements:

**Core Studies (14 cr.)**

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging and Aural Perception II (1 cr.)

**Track 1: Performance Studies (25 cr.)**

A student must be deemed acceptable through an audition, at the elective 100-level of applied music, and be capable of participating in both MUS-U 310 Performance Laboratory and ensemble.

**Core Studies (14 cr.)**

- MUS-M 201 The Literature of Music 1

- MUS-M 202 The Literature of Music 2
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightseeing and Aural Perception I (1 cr.)
- MUS-T 116 Sightseeing and Aural Perception II (1 cr.)

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### Applied Music (4 cr.)

Elective-level study of instrument or voice; 4 semesters minimum

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### Performance Laboratory (0 cr.) and Ensemble (4 cr.)

These courses are required each semester a student is registered in the performance studies minor. A student must be deemed acceptable through an audition at the elective 100-level of applied music, and be capable of participating in both MUS-U 310 Performance Laboratory and ensemble.

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### Other Music (3 cr.)

Select one of the following:

- MUS-M 375 Survey of Ethnic and Pop Music of the World
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Musical Form
- Any music course approved by the music advisor

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### Track 2: Music Theory and History (20 cr.)

#### Core Studies (14 cr.)

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightseeing and Aural Perception I (1 cr.)
- MUS-T 116 Sightseeing and Aural Perception II (1 cr.)

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### Other Music (6 cr.)

Select two of the following:

- MUS-M 375 Survey of Ethnic and Pop Music of the World
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Musical Form
- Any music course approved by the music advisor

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### Track 3: Composition (21 cr.)

#### Core Studies (14 cr.)

- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-T 115 Sightseeing and Aural Perception I (1 cr.)
- MUS-T 116 Sightseeing and Aural Perception II (1 cr.)

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### Applied Music (4 cr.)

- MUS-K 110 Composition, Elective Level (2 cr.) (2 semesters minimum)

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### Other Music (3 cr.)

Select one of the following:

- MUS-M 375 Survey of Ethnic and Pop Music of the World
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Musical Form
- Any music course approved by the music advisor

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### Music, Instrumental-/Choral-General | B.M.E. Bachelor of Music Education (B.M.E.)

with Instrumental-/Choral-General Concentrations  
**Instrumental 4-Year Degree Plan (Sample) | Choral 4-Year Degree Plan (Sample) (PENDING REVISION; Please see advisor)**

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### Degree Requirements (123-124 cr.)

All courses are 3 credit hours, unless otherwise designated.

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### General Education Curriculum

#### Fundamental Literacies (13 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | ENG-W 270 Argumentative Writing
- **Oral Communication** | Fulfilled by EDUC-BE 201
- **Visual Literacy** | Fulfilled by EDUC-W 200
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | MUS-T 120 Computer Skills for Musicians

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### Common Core Courses (9 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Fulfilled by EDUC-P 250
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | MUS-A 190 Art, Aesthetics, and Creativity \*

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### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | MUS-M 75 Survey of Ethnic and Pop Music of the World
- **Diversity in United States Society** | Fulfilled by EDUC-H 340

- **Health and Wellness |**
- Choral concentrations | EDUC-H 359 Health and Wellness for Teachers (2 cr.)
- Instrumental concentration | MUS-X 040 University Instrumental Ensembles (1 cr.) (2 semesters)

### General Requirements

All Bachelor of Music Education students must pass the Praxis I® and Praxis II® examinations prior to taking EDUC-M 420 Student Teaching Seminar: Understanding Schools or EDUC-M 482 Student Teaching All Grades Music. Praxis II® must be completed by graduation, but can be taken during student teaching. For more information on the Praxis I® and Praxis II® examinations, visit [www.ets.org/praxis](http://www.ets.org/praxis).

An overall GPA of 2.75 and completion of Praxis I® are required for admission into the Teacher Education Program and for student teaching. All courses with a grade of C- or lower must be retaken.

### Education Requirements (33 cr.)

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- EDUC-H 340 Education and American Culture
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching All Grades Music (12 cr.)
- EDUC-P 250 General Educational Psychology
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-W 200 Using Computers in Education

### Music Education Requirements (11 cr.)

Each of the following groupings are to be taken concurrently.

- MUS-M 216 Music Education Lab/Field Experience (0 cr.)
- MUS-M 236 Introduction to Music Education K-12 (2 cr.)
- MUS-M 317 Lab/Field Experience VT: Music Education Lab/Field Experience (0 cr.)
- MUS-M 337 Methods and Materials for Teaching Instrumental Music (2 cr.)
- MUS-M 318 Lab/Field Experience VT: Music Education Lab/Field Experience (0 cr.)
- MUS-M 338 Methods and Materials for Teaching Choral Music (2 cr.)
- MUS-M 319 Lab/Field Experience VT: Music Education Lab/Field Experience (0 cr.)
- MUS-M 339 General Music Methods K-8)
- MUS-U 357 Music in Special Education

### Technique (6-8 cr.)

- MUS-G 261 String Class Techniques 1 (1 cr.) \*
- MUS-G 281 Brass Instrument Techniques (1 cr.) \*
- MUS-G 337 Woodwind Techniques (1 cr.) \*

- MUS-G 338 Percussion Techniques (1 cr.) \*
- MUS-G Techniques for Conducting (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

### Music Requirements

#### Core Musicianship (25 cr.)

Select from approved course list

#### Piano Proficiency (4 cr.)

##### Option 1 |

- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-P 103 Piano Class 3 (1 cr.)
- MUS-P 104 Piano Class 4 (1 cr.)
- MUS-P 105 Keyboard Proficiency (0 cr.)

##### Option 2 when piano is primary instrument |

- MUS-P 105 Keyboard Proficiency (0 cr.)
- Secondary Instrument at 200 level (2 cr.) (two semesters)

#### Applied Music (7 cr.)

- MUS\_ 400 Principal Instrument (1 cr.) (every semester except when student teaching)

#### Ensemble (7 cr.)

For each semester of enrollment except when student teaching:

- MUS-X 040 University Instrumental Ensembles (1 cr.)
- MUS-X 070 University Choral Ensembles (1 cr.)
- MUS-X 350 Jazz Ensembles (1 cr.)

At least one semester of the university ensemble must be in a chamber ensemble, both in instrumental and choral tracks. At least one of the ensembles must be a small vocal ensemble.

#### Additional Music Requirements

- MUS-I 311 B.S./B.M.E./B.M. Jazz Senior Recital (0 cr.)
- MUS-X 297 Music Education Upper-Divisional Skills Examination (0 cr.)

#### Choral Concentration (6-8 cr.)

- EDUC-H 359 Health and Wellness for Teachers (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
- MUS-V 200 Voice (instrumentalists only) (1 cr. each for two semesters)
- MUS-P 211 Keyboard Techniques (2 cr.)

#### Instrumental Concentration (5 cr.)

- MUS-F 466 Techniques in Marching Bands (2 cr.)
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-V 201 Voice Class (1 cr.)
- MUS-X 040 University Instrumental Ensembles (1 cr.)

## Music | Graduate Degrees Index Graduate Degrees in Music

**John Mayrose, Ph.D. | Director of Graduate Studies**  
Northside Hall 07 | (574) 520-4458 | [musicsb@iusb.edu](mailto:musicsb@iusb.edu)  
| [music.iusb.edu](http://music.iusb.edu)

### Faculty

Director of Graduate Studies | **Mayrose**  
Martin Professor of Piano | **Toradze**  
Professor | **Curtis**  
Associate Professor | **Muñiz**  
Assistant Professors | **Douglas, Duce, Mayrose,**  
**McCormack, Wright**  
Lecturers | **Badridze**  
Euclid String Quartet in Residence | **Cooper, Li, Murphy,**  
**Vargas**  
Faculty Emeriti | **Barton, Demaree, Esselstrom**  
Student Services Coordinator | **Rector**

### About the Graduate Music Degrees

The Ernestine M. Raclin School of the Arts at IU South Bend offers programs of study toward the degree of Master of Music, as well as nonacademic Diploma Programs for outstanding students with promise of becoming concert artists. Our graduate programs offer specialization in performance and composition.

During the journey of becoming a professional musician, our graduate programs provide students with numerous opportunities to enrich their lives in academics, ensemble repertoire, and professional experience. Our world-class faculty gives personal attention to every student and serve as mentors for their professional aspirations.

The Master of Music degree is intended both for students with Bachelor of Music Education degrees who wish to broaden their education, and for students with other music degrees. Students in the Master of Music degree have the opportunity to broaden the scope of their studies by taking courses from other areas and schools at IU South Bend.

### Graduate Degrees Offered

- Master of Music
- Artist Diploma

### Index

- Admission
- Applied Music
- Placement Examinations
- Theory
- Music History
- Keyboard and Aural Skills
- Keyboard Proficiency
- Ensemble Requirements
- Advising
- Entrance Requirements | Audition | Letters of Recommendation | Writing Competency | Minimum GPA

### Music, Graduate | Information Music Degree Programs-

Graduate students with a bachelor's degree in music from an accredited college or university or its demonstrated equivalent may undertake:

- Master of Music
- One of the special diploma programs

### Admission

All preliminary inquiries about graduate study in music at IU South Bend are to be referred to the graduate admissions and retention office. Applications for admission to the Master of Music degree program are available online at <https://www.iusb.edu/graduate-studies/index.php> or from the Ernestine M. Raclin School of the Arts. Applicants must also submit official transcripts from all previous colleges and universities as well as the application fee.

### Placement Examinations

After successfully completing an audition in the chosen performance area, and before beginning coursework on the Master of Music degree, each student will take graduate placement examinations in music history, theory, aural skills, keyboard skills, and diction (voice students only). If deficiencies are revealed, students will be required to complete one or more of the graduate-level review course(s) listed below before beginning the graduate curriculum. Credits earned for review courses do not count towards the degree. Prospective students may contact the director of graduate studies for general information about the format and content of these examinations.

### Theory

This examination is based on the assumption that the candidate has had at least two years of undergraduate theory study. The examination includes topics in writing and analyzing of music from sixteenth century and eighteenth century counterpoint, diatonic and chromatic harmony, and twentieth century analysis techniques.

**Note** | Students who fail this examination must enroll in and pass MUS-T 508 Written Theory Review for Graduate Students.

### Music History

This examination comprises two parts. The first section covers music from the Ancient Greeks through the Baroque Period (up to 1750); the second covers music between the Classical period and WWII (1750-1945). Each portion focuses on the major composers, genres, musical developments, and ideologies that affected the development of music. The exam includes listening identification, short answer questions, and essays.

**Note** |: Students who fail all or part of this examination must enroll in MUS-M 541 Music History Review for Graduate Students I and/or MUS-M 542 Music History Review for Graduate Students II.

Graduate remedial courses in history, literature, and theory may be taken only twice. Failure in any of these remedial courses for the second time results in the student's dismissal.

### Keyboard and Aural Skills-

The keyboard skills placement covers playing any major scale, two hands together, two octaves, playing a Roman numeral chord progression (in a major key to four sharps or flats) in left hand with melody in right hand, playing a chord progression alone first, then adding the melody, and sight-reading a four-part chorale or hymn.

The aural skills placement covers singing diatonic, chromatic, and atonal melodies, taking a dictation for two voices with Roman numeral and chord-quality recognition, and aural analysis.

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### Keyboard Proficiency-

The keyboard examination is given at the end of each semester. Students who fail the examination must register in piano until the requirement is met.

Designed to ensure the student's ability to use the piano as a tool within the framework of professional activities, the requirements vary according to level and area of music study. Students are to discuss specific requirements with their music advisors.

Other examinations pertaining to specific degrees may be required as appropriate.

### Music, Graduate | Entrance Requirements Entrance Requirements

The Master of Music degree is a flexible program intended for students holding a bachelor's degree in music (Bachelor of Arts, Bachelor of Music, Bachelor of Music Education, etc.). In some cases, a student with a bachelor's degree in a field other than music may become a candidate for the Master of Music degree either by demonstrating competence in performance and academic music subjects at the level of the bachelor's degree in music, or by completing any undergraduate music courses in performance or academic subjects that may be required by the music faculty.

International students must apply for admission to this program through the Office of International Student Services at IU South Bend. As a preliminary audition a video recording of a recent performance, either a VHS videotape, NTSC format, or a DVD disc, must be submitted with this application. Composition applicants may submit a CD of their works. A formal audition will be required after the student arrives in South Bend. A minimum score of 550 (paper-based) or 79 (internet-based) on the Test of English as a Foreign Language (TOEFL) examination is required for admission to the program, although students with scores at or just above these minimum scores should expect to take remedial English courses at the beginning of their master's degree program. Credit hours earned in remedial English courses do not count towards the total credit hours required for the degree

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### Audition

Students must complete an audition in their chosen area of specialization: piano, voice, orchestral instrument or composition. Contact the director of graduate studies for specific audition requirements.

### Additional requirements for composition:

- Undergraduate paper on theory/composition
  - Portfolio of four to six works for different ensembles, including at least one for orchestra
  - Recordings on CD or tapes (cued to the sections desired)
  - Interview with the faculty
- 

### Letters of Recommendation

Three letters of recommendation from former private instructors and/or professors familiar with the student's work. Letters of recommendation must be sealed and forwarded directly from the recommender, or delivered using the online graduate application system.

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### Writing Competency

Applicants must submit a written paper on a music history or music theory topic, including footnotes and bibliography, that demonstrates the student's ability to write about music in a cogent, scholarly fashion, exhibiting a high standard of academic English.

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### Minimum GPA and Dismissal GPA for Master of Music

Graduate music students whose CGPA falls below 3.0 are placed on academic probation for one semester. If one's GPA is not raised to the 3.0 level, the student may be placed on additional probation, or dismissed from the program. Any time one's GPA falls below 2.0, automatic dismissal takes place.

### Music | Master of Music Master of Music

### Curriculum Requirements (36 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | The Master of Music curriculum is 36 credit hours total, not counting remedial music nor English courses, nor major ensemble credit hours.

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### Applied Music Courses (12 cr.)

- Principal instrument or composition for four semesters: 900-level (3-3-3-3 cr.)
- MUS-I 711 Masters Recital (0 cr.)
- One required outreach activity

**Note** | With the approval of the graduate music faculty, a student may substitute a formal thesis, including an oral defense, for MUS-I 711 Masters Recital.

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### Core Music Courses (6 cr.)

- MUS-M 530 Contemporary Music (by recommendation of the advisor, another course may be substituted if this course was taken in the undergraduate degree.)
- MUS-M 539 Introduction to Music Bibliography

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### Cognate Field—Electives (12 cr.)

Four courses at the 500-level, two of which must be in music, the others must relate to an academic plan approved by the graduate music faculty.

For composition students, one of the electives must be MUS-G 571 Master's Advanced Orchestral Conducting I, and one must be MUS-K 505 Projects in Electronic Music I. In addition, composition students need an additional course in music technology as approved by the graduate advisor.

**Note** | Students may substitute courses at the 300 or 400 level as a graduate elective if approved by the Director of Graduate Studies.

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### Pedagogy (3 cr.)

Select one of the following:

- MUS-E 559 Instrumental Pedagogy
- MUS-E 593 Piano Methods
- MUS-E 594 Vocal Pedagogy
- MUS-T 591 Teaching of Music Theory (composition majors)

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### Chamber Music (3 cr.)

Three semesters total in courses such as:

- MUS-F 550 Chamber Music (1 cr.)
- MUS-X 420 New Music Ensemble (performing and/or conducting, or other ensemble as approved by the faculty)
- MUS-X 430 Electronic Music Ensemble (composition majors)
- Each oral examination will be about 50 minutes.
- There will be a committee of three faculty members—including the studio teacher—and at least one academic faculty member.
- Two questions will be asked four weeks prior to the oral examination. One question will relate specifically to the area of study, and one question will relate to the final writing project, with a focus on music history and music theory. The student will prepare a 15 minute answer for each question, with additional time allotted for follow-up.

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### Additional Requirements

#### Ensemble |

MUS-X 003 Graduate Music Ensemble (0 cr.) (four semesters)

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#### Keyboard Proficiency |

The keyboard examination is given at the end of each semester. Students who fail the examination must register in piano until the requirement is met.

Designed to ensure the student's ability to use the piano as a tool within the framework of professional activities, the requirements vary according to level and area of music study. Students are to discuss specific requirements with their music advisors.

Other examinations pertaining to specific degrees may be required as appropriate.

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#### Cultural Events Attendance |

Students are required to enroll in and pass MUS-I 100 Cultural Events Attendance every semester in residence. Students submit ticket stubs and programs to an instructor who uses OnCourse to maintain student records. A list of the events available will be published by the Production Office. In addition to cultural events attendance, students enrolled in MUS-I 100 are required to meet once a week in a Convocation/Recital Hour where junior, senior, and graduate students will perform.

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#### Final Writing Project |

The student must complete a final writing project prior to the graduate recital. This project may take one of three forms: a thesis, extended program notes, or a performance-lecture. Students must present a proposal for their project by October 1 for completion in the spring semester and by March 1 for completion in the fall semester. Proposals should include the student's name, degree program, a working title for the project, a 1-2 page single-spaced narrative providing background and

significance of the project, and the semester in which the project will be completed.

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#### Master's Thesis |

The master's thesis is an extended research paper on a subject in music history or music theory chosen in consultation with and under the direction of a member of the academic faculty. The thesis must present an original idea and argument that is supported by extensive research in a document generally 50-75 pages in length.

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#### Extended Program Notes |

With this option, the student will prepare extended, comprehensive program notes that address the repertoire chosen for the student's graduate recital. The notes must be based on substantive research in order to provide contextualization and analysis for each piece on the program. This project has two parts: extended program notes for review by the advisor (approximately 15 pages) and condensed program notes for printing in the recital program (approximately 5 pages).

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#### Lecture-Recital |

The student will prepare a 45-60 minute performance lecture that will be given immediately before the recital program. During the lecture, the student should provide the audience with historical contextualization and analysis of the pieces to be performed and demonstrate musical examples where appropriate.

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#### Graduate Qualifying Examinations |

Students must pass final examinations in music history, theory, and major area before the graduate recital. A student may attempt the examinations at any time during the degree program but must successfully complete each segment within a maximum of two attempts or be dismissed from the program.

**Sample question |** Composers often engage with political and social issues through their music. Choose two pieces, one choral and one symphonic, by two different American composers and compare and contrast the ways in which each addresses a specific contemporary problem. Be prepared to discuss and cite relevant scholarly literature.

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#### Music | Performer Diploma The Performer Diploma

The Performer Diploma Program is a special curriculum for outstanding students in performance who show promise of becoming concert artists and who do not wish to pursue study leading to an academic degree. The purpose of the diploma program is to provide concentrated study in solo and chamber music literature.

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#### Prerequisites

- A high school diploma or its demonstrated equivalent
- Demonstrated proficiency in musical performance at a very high level of technical and musical proficiency

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#### Admission

On the basis of auditions and dossier, applicants must be accepted by the appropriate faculty committee and by the studio teacher.

---

#### Language Study

Students whose native language is not English must take an English language examination at IU South Bend.

Depending on the level achieved, they may need to register for any deficiency courses prescribed by the advisor.

---

## Curriculum

### Applied Music |

- Studio study (four semesters, a minimum of 12 credit hours must be earned).
- Two recitals (2 cr.) or equivalent public performances as assigned by the music faculty must be presented and passed.
- MUS-X 423 Chamber Music (1 cr. each) (two semesters, required for instrumentalists only)

---

### Electives (6 cr.) |

Graduate or undergraduate courses, as approved by the advisor. Classes in music literature, history, and/or pedagogy are recommended, others may be possible, with permission of the advisor. Studio courses or chamber music study may not be used to fulfill this requirement.

---

### Major Ensemble |

Required each semester for both instrumentalists and singers.

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### Credit, Residence, and Time Limit |

Students must earn a minimum of 22 credit hours, excluding major ensemble, and have at least one regular semester or two summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

---

### Music | Artist Diploma The Artist Diploma

The Artist Diploma Program is the most advanced nondegree track, and provides focused studies for artists in the preprofessional stages of their careers. The Artist Diploma in performance exists for the few highly gifted and experienced performing musicians at the post-bachelor's or post-master's level who wish to pursue focused studies in their major field leading to specific professional goals. With an emphasis on repertoire, the program is designed to develop both the artistry and professionalism in performers who possess the ability and determination to realize their talent in the contemporary world. Qualification to enter the program is predicated principally on the level and quality of performance and/or achievement, rather than the attainment of specific academic credentials. The performance level of applicants must be equivalent to acceptance into a major international competition. The Artist Diploma is a two-year program. Artists in the program must be invited to continue their studies into the second year.

---

### Prerequisites

- Bachelor's degree or its demonstrated equivalent.
- Voice majors must demonstrate knowledge of French, German, and Italian grammar equivalent to the bachelor's requirement of two semesters in each language. Students having less than two semesters with a grade of C or higher in each of these languages must pass proficiency examinations or take the prescribed language courses. Regardless

of previous training, voice students must pass a diction proficiency examination in each language.

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### Language Study

Students whose native language is not English must pass the Test of English as a Foreign Language (TOEFL) examination with a score of 510 (paper-based) or 71 (internet-based) or higher and register for any deficiency courses prescribed by the area coordinator for graduate studies.

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### Admission

On the basis of auditions and dossier, applicants must be accepted by the appropriate faculty committee and by the studio teacher.

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### Curriculum

#### Applied Music |

Two semesters of MUS-F 550 Chamber Music (1 cr. each) required for instrumentalists only

- Four semesters of studio study; a minimum of 12 credit hours must be earned
- Four artist diploma recitals (1 cr. each)

With the approval of the faculty, voice majors may substitute one substantial operatic role for one of these recitals. Instrumentalists must present three solo recitals and one chamber music recital.

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### Music Theory and Music History |

Students must demonstrate proficiency in music theory equivalent to diatonic and chromatic harmony; and in music history equivalent to courses covering the music history of the Common Practice Period.

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### Keyboard Proficiency |

All students must pass the keyboard proficiency examination, as specified for their applied area.

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### Electives |

Music courses at the 300-level or above (6 cr.) Courses in music history, theory, literature, pedagogy, or composition are recommended, with permission from the advisor.

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### Major Ensemble |

MUS-X 003 Graduate Music Ensemble is required each semester for both instrumentalists and singers.

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### Cultural Events Attendance |

Students are required to enroll in and pass Mus-I 100: Cultural Events Attendance every semester in residence. Students submit ticket stubs and programs to an instructor who uses OnCourse to maintain student records. A list of the events available will be published by the Production Office. In addition to cultural events attendance, students enrolled in Mus-I100 are required to meet once a week in a Convocation/Recital Hour where junior, senior, and graduate students will perform.

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### Credit, Residence, and Time Limit |

Students must earn a minimum of 24 credit hours, excluding major ensemble, and have at least two regular semesters or four summer sessions in residence. Students must complete the diploma requirements within four regular semesters. Summer sessions do not count toward the time limit.

## Theatre and Dance | Index

### Theatre and Dance

**Tim Hanson, M.F.A. | Area Coordinator**  
 Northside 103 | (574) 520-4134 | [theatre-and-dance.iusb.edu](http://theatre-and-dance.iusb.edu)

#### About Theatre and Dance

The theatre and dance area of the Ernestine M. Raclin School of the Arts offers a program of study which leads to a Bachelor of Arts or Bachelor of Fine Arts degree in theatre. The academic and production aspects of the program are integrated to provide students every opportunity to learn the art of theatre.

#### Faculty

Associate Professor | **Colborn, Hanson, Park**  
 Assistant Professors | **Amellio, Hine-Johnson, Resler**  
 Lecturer | **Cole**  
 Faculty Emeritus | **Pepperdine**  
 Area Coordinator | **T. Hanson**

#### Undergraduate Degrees

- Bachelor of Arts in Theatre | 4-Year Plan of Study Form (Sample)
- Bachelor of Fine Arts in Theatre | 4-Year Plan of Study Form (Sample)

#### Minors Offered

- Minor in Dance
- Minor in Theatre
- Minor in Arts Management

#### Course Descriptions

Theatre THTR

#### Theatre | B.A. Bachelor of Arts (B.A.) in Theatre

#### 4-Year Plan of Study (Sample)

#### About the B.A. in Theatre

The Bachelor of Arts in theatre gives students a broad acquaintance and experience with the various ways theatre artists study, interpret, and articulate the world in which we live.

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

- At least 30 credit hours must be at the 300- or 400-level
- Successful participation in major season productions each semester as directed by the area coordinator of theatre and dance

#### Theatre Upper-Divisional Review

All students are considered pre-Bachelor of Arts and pre-Bachelor of Fine Arts students until they pass an upper-divisional review.

Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60 credit hours,

including courses listed below, they are scheduled for their upper-divisional review:

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 190 Literary and Intellectual Traditions VT: Play Structure and Analysis
- THTR-T 225 Stagecraft 1
- THTR-T 228 Design for the Theatre
- THTR-T 230 Costume Design and Technology I

And at least three of the following for the appropriate concentration:

#### Performance |

- THTR-T 220 Acting II: Scene Study
- THTR-T 320 Acting III: Shakespeare
- THTR-T 349 Theatre Practicum

#### Select one of the following:

- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

#### Design/Technology |

- THTR-T 335 Stage Lighting Design
- THTR-T 326 Introduction to Scenic Design
- THTR-T 405 Stage Management
- THTR-T 424 Stagecraft 2
- THTR-T 430 Costume Technology II

#### Select one of the following:

- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

Students undertaking this review are expected to perform the following:

- Performance concentration students present two contrasting monologues representing their understanding of acting performance and the audition process, including a resume.
- Design/Technology students present a portfolio representing their achievements in the studio and in production, including a resume.
- All students will participate in an interview. The audition and the portfolio should show breadth (work in all the areas that a student has studied) and quality (a careful selection of the best work in the student's area of concentration). The faculty expects to see work that demonstrates ability and improvement.

The faculty expects students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. For the interview, students are expected to have outlined their achievements so far and goals for the future, as well as to address any faculty questions.

At the conclusion of the review, the faculty may choose to accept a student into the appropriate degree programs, Bachelor of Arts or Bachelor of Fine Arts with, or without, provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the degree programs, if the quality of either their classroom or studio work is deemed insufficient. A student may attempt to pass upper-

divisional review only two times. Each hearing counts as one attempt; failure to meet provisions within a specified time counts as one attempt. Failure to attend a scheduled review counts as one attempt.

### General Education Curriculum (39 cr.)

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education pages of this bulletin.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes. Fundamental Literacies (19 cr.)

### Fundamental Literacies (19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | Select one of the following:
  - THTR-T 228 Design for the Theatre
  - Select from approved course list
- **Quantitative Reasoning** | Select one of the following:
  - MATH-M 111 Mathematics in the World
  - Other course at Level 6 equivalency or above
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list

### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from THTR-A 190 or THTR-A 399
- **Literary and Intellectual Traditions** |
  - THTR-T 190 Literary and Intellectual Traditions VT: The Structure and Analysis of Drama
  - Select from T 399 offerings

### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** (3 cr.) | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from THTR-D offerings

### Additional Requirements (15 cr.)

Two semesters of one world language

- HIST-H 113 History of Western Civilization 1
- HIST-H 114 History of Western Civilization 2

### Select one of the following:

- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

### Electives (25 cr.)

#### Major Requirements (43 cr.)

#### Theatre Core (34 cr.) |

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 228 Design for the Theatre
- THTR-T 230 Costume Design and Technology I
- THTR-T 335 Stage Lighting Design
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 349 Theatre Practicum (1 cr.) (three semesters; freshmen are not permitted to enroll)
- THTR-T 405 Stage Management
- THTR-T 470 History of the Theatre 1
- THTR-T 471 History of the Theatre 2
- THTR-T 483 Topics in Theatre and Drama
- THTR-T 485 Capstone Project (1 cr.)

#### Area of Specialization Requirements (9 cr.) |

#### Performance (9 cr.) |

- THTR-T 300 Musical Theatre Workshop
- THTR-T 320 Acting III: Shakespeare
- THTR-T 420 Acting IV: Realism

#### Design/Technical (9 cr.)

- FINA-F 100 Fundamental Studio–Drawing

Select two of the following:

- THTR-T 290 History and Design of Stage Makeup
- THTR-T 326 Introduction to Scenic Design
- THTR-T 425 Stagecraft III
- THTR-T 430 Costume Technology II
- THTR-T 433 Costume Design II
- THTR-T 438 Advanced Stage Lighting Design

#### Theatre Studies (9 cr.)

Select one or two of the following:

- THTR-T 220 Acting II: Scene Study
- THTR-T 223 Vocal and Physical Preparation I
- THTR-T 431 On-Camera Techniques
- THTR-T 479 Problems in Performance

Select one or two of the following:

- THTR-T 290 History and Design of Stage Makeup
- THTR-T 326 Introduction to Scenic Design
- THTR-T 433 Costume Design II
- THTR-T 438 Advanced Stage Lighting Design

### Theatre | B.F.A.

#### Bachelor of Fine Arts (B.F.A.) in Theatre

#### 4-Year Plan of Study Form (Sample)

#### About the B.F.A. in Theatre

The Bachelor of Fine Arts degree in theatre is designed to prepare students for the professional theatre or additional training at the graduate level. It features an intense focus on a selected area of concentration (performance or

design/technical) and extensive production experience designed to promote excellence.

### Degree Requirements (125 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 125 credit hours
- At least 30 credit hours must be at the 300- or 400-level
- Successful participation in major season productions each semester as directed by the area coordinator of theatre and dance

### General Education Curriculum (39 cr.)

See General-Education for a detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Fundamental Literacies (19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Quantitative Reasoning** | Select from approved course list (mathematics Level 6 equivalency or above)
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list
- **Visual Literacy** |

### Select one of the following:

- THTR-T 228 Design for the Theatre
- Select from approved course list

### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list
- **Literary and Intellectual Traditions** |
- THTR-T 190 Literary and Intellectual Traditions VT: The Structure and Analysis of Drama
- Select from approved course list

### Contemporary Social Values (8 cr.)

- Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.
- Non-Western Cultures | Select from approved course list
- Diversity in United States Society | Select from approved course list

- Health and Wellness (2 cr.) | Select from THTR-D offerings

### Additional Requirements (9 cr.)

- HIST-H 113 History of Western Civilization 1
- HIST-H 114 History of Western Civilization 2

### Select one of the following:

- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

### Electives (1-2 cr.)

### Major Requirements (81-82 cr.)

- Theatre Core (34 cr.)
- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 228 Design for the Theatre
- THTR-T 230 Costume Design and Technology I
- THTR-T 335 Stage Lighting Design
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 349 Theatre Practicum (1 cr.) (three semesters; freshmen are not permitted to enroll)
- THTR-T 405 Stage Management
- THTR-T 470 History of the Theatre 1
- THTR-T 471 History of the Theatre 2
- THTR-T 483 Topics in Theatre and Drama
- THTR-T 485 Capstone Project (1 cr.)

### Concentration Requirements (44-45 cr.)

#### Concentration in Performance (44 cr.)

- THTR-D 120 Ballet I (2 cr.)
- THTR-D 220 Ballet II (2 cr.)
- THTR-T 220 Acting II: Scene Study
- THTR-T 223 Vocal and Physical Preparation I
- THTR-T 224 Vocal and Physical Preparation II
- THTR-T 290 History and Design of Stage Makeup
- THTR-T 300 Musical Theatre Workshop
- THTR-T 320 Acting III: Shakespeare
- THTR-T 392 Theatre Internship
- THTR-T 420 Acting IV: Realism
- THTR-T 423 Acting V: Period Comedy
- THTR-T 431 On-Camera Techniques
- THTR-T 442 Directing II: Advanced Directing

### Select one of the following options:

#### Option 1 |

- MUS-V 211 Singing for Actors I (2 cr.)
- MUS-V 212 Singing for Actors II (2 cr.)

#### Option 2 |

- MUS-V 100 Voice Elective/Secondary (4 cr.)

### Concentration in Design/Technical (45 cr.)

- FINA-F 100 Fundamental Studio—Drawing
- THTR-T 290 History and Design of Stage Makeup
- THTR-T 326 Introduction to Scenic Design
- THTR-T 392 Theatre Internship
- THTR-T 427 Design Studio (four semesters; junior standing required)
- THTR-T 433 Costume Design II
- THTR-T 438 Advanced Stage Lighting Design

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**Specialty Requirements (15 cr.)**

Students must also select a specialty and complete 15 credit hours within that specialty:

**Costume Design |**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 430 Costume Technology II
- THTR-T 434 Historic Costumes for the Stage

**Scene Design |**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 434 Historic Costumes for the Stage
- THTR-T 439 Technical Drawing

**Lighting Design |**

- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 424 Stagecraft 2
- THTR-T 439 Technical Drawing

**Technical Design |**

- THTR-T 327 Period Styles
- THTR-T 332 Scene Painting
- THTR-T 424 Stagecraft 2
- THTR-T 439 Technical Drawing
- THTR-T 490 Independent Study in Theatre and Drama

**Theatre and Dance | Minors****Minor in Dance****Minor Requirements (18 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- THTR-D 120 Ballet I (2 cr.)
- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 205 Choreography
- THTR-D 300 Dance History: An American Perspective
- Dance electives (8 cr.) | Successful participation in major season productions, as directed by the area coordinator of theatre and dance

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**Minor in Theatre****Minor Requirements (15 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- THTR-A 190 Art, Aesthetics, and Creativity
- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- Theatre electives (6 cr.) | Successful participation in major season productions, as directed by the area coordinator of theatre and dance.

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**Minor in Arts Management**

The Arts Management minor is designed for arts majors or students with a strong background in at least one area

of the arts. Students interested in this minor must be approved by the arts management minor director. Combined with the skills and education gained through study in a specific arts discipline, this minor provides instruction in basic areas of arts management, including: microeconomics, financial accounting, cultural policy and the arts environment, business models, entrepreneurship, strategic and artistic planning, governance and leadership, fund-raising, marketing, and communications.

This program is designed for students who have deep interest and training in a creative discipline who are also passionate about the arts in education and in modern society. The program is aimed at providing insight into the professional arts industry in the United States and abroad, but also explores creative entrepreneurialism.

The Minor in Arts Management is ideal for all aspiring musicians, dancers, actors, writers, technicians, or visual artists because it provides knowledge and skills that are integral to career development that aren't taught in the typical studio-based university Arts curriculum.

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**Minor Requirements (18 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- ARTS-M 200 Introduction to Arts Management
- ARTS-M 210 Introduction to Fundraising for the Arts
- ARTS-M 220 Arts Marketing
- BUS-A 201 Introduction to Financial Accounting
- ECON-E 103 Introduction to Microeconomics
- ENG-W 232 Introduction to Business Writing

## Visual Arts | Index

### Visual Arts

Jane Cera, Ph.D. | Area Coordinator |  
[visualarts.iusb.edu](http://visualarts.iusb.edu)  
 Northside 103 | (574) 520-4134 |

### Faculty

Associate Professors | Larkin, Monsma, S. Moore,  
 Natella, M. Nilsen, Rusnock  
 Assistant Professors | Cera  
 Faculty Emeriti | Droege, Langland, Zisla  
 Area Coordinator | Cera

### Undergraduate Degrees Offered

- Bachelor of Arts in Fine Arts
- Bachelor of Fine Arts with concentrations in Drawing and Painting | Photography | Printmaking | Sculpture

### Minors Offered

- Minor in Art History
- Minor in Fine Arts
- Studio Minors | Drawing and Painting | Graphic Design | Photography | Printmaking | Sculpture

### Course Descriptions

Fine Arts FINA

### Index

- Visual Arts Program
- Transfer Students

### Visual Arts | Information

#### The Visual Arts Program

The Visual Arts Program offers students the choice of two degrees; a Bachelor of Arts (B.A.) and a Bachelor of Fine Arts (B.F.A.). These degrees are built on a fundamental core of courses in drawing, two- and three-dimensional design, and art history. Areas of advanced study include painting, drawing, sculpture, ceramics, printmaking, photography, and the history of art. Students have the opportunity to pursue areas of individual interests through an interdisciplinary course of study. Courses outside of the student's area of concentration fulfill elective requirements. Whether a student takes a single course or chooses to follow one of the degree programs described below, the study of the visual arts offers the opportunity to observe and analyze the world around us and express our intellectual, emotional, and physical relationships to it.

### Transfer Students

Transfer students with studio credit from their previous institutions must submit portfolios for faculty evaluation. Separate portfolios that contain work representative of the coursework for transfer must be submitted for each area of study. Students must submit work by the middle of their first semester. Transfer students who do not submit a portfolio do not receive credit for their previous coursework.

### Arts | General-Education Requirements Campuswide General Education

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education site.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Campuswide Curriculum (33-39 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (course to be taken in conjunction with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | Select from approved course list

### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

### Visual Arts | B.A. Bachelor of Arts (B.A.) in Fine Arts

#### 4-Year Degree Plan (Sample)

#### About the Bachelor of Arts in Fine Arts

The Bachelor of Arts (B.A.) degree offers students a wide range of options, permitting them to combine their study in the visual arts with a well-rounded general education. Graduates of this degree program develop skills in three or more studio areas of their choice as well

as a broad familiarity with the basic principles of several academic disciplines in the sciences, humanities, and social sciences.

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### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

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### Campuswide General Education

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

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### General Education Curriculum (39 cr.)

#### Fundamental Literacies (19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | FINA-A 109 Ways of Seeing: Visual Literacy
- **Quantitative Reasoning** | Select one of the following:
  - MATH-M 111 Mathematics in the World
  - Other approved mathematics course
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | FINA-P 273 Computer Art and Design I
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#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list
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#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

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### Additional Requirements (17 cr.)

- **World Languages** (6 cr.) | Select two courses in one world language (Chinese, French, German, Japanese, or Spanish)
- **Natural Science** (5 cr.) | Select from life sciences, chemistry, physics (must include a laboratory)
- **Social Science** (3 cr.) | Select from anthropology, economics, geography, political science, psychology, or sociology
- **Arts Outside of Major** (3 cr.) | Select one course from communication studies, graphics, music, new media, or theatre

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### Electives (16 cr.)

- Three courses must be at the 300- or 400-level.

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### Fine Arts Core Requirements (48 cr.)

#### Foundation Level

It is recommended that students complete the following classes during the first two years of study:

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art
- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D

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### Upper-level Requirements (33 cr.)

**Art History (9 cr.)** | Three courses must be at the 300- or 400-level.

#### Studio (24 cr.)

Select eight courses (at least 24 credit hours) above the 100-level. Three courses must be at the 300- or 400-level. These courses must be distributed among at least three different studio areas; 300-level courses may be taken twice for credit and some 400-level studio courses may be taken three times for credit. No more than 45 studio credit hours above the 100-level are counted toward graduation.

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### Visual Arts | B.F.A.

#### Bachelor of Fine Arts (B.F.A.)

#### About the Bachelor of Fine Arts

The Bachelor of Fine Arts (B.F.A.) is a preprofessional degree focusing on high-level studio skills. It includes intensive portfolio development and prepares students for hands-on careers in the visual arts or for pursuit of a Master in Fine Arts degree. Concentrations available are media, painting/drawing, photography, printmaking, and sculpture.

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#### 4-Year Degree Plan (Sample)

B.F.A. with a concentration in Media | Painting/Drawing | Photography | Printmaking | Sculpture

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### Degree Requirements (125 cr.)

All courses are 3 credit hours, unless otherwise designated

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### Campuswide General Education

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

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### Campuswide Curriculum (31 cr.)

#### Fundamental Literacies (16 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking (with a grade of C or higher)
- **Visual Literacy** | FINA-A 109 Ways of Seeing: Visual Literacy
- **Quantitative Reasoning** | Select one of the following:
  - MATH-M 111 Mathematics in the World
  - Other approved mathematics course
  - Information Literacy | COAS-Q 110 Introduction to Information Literacy (1 cr.)
  - Computer Literacy | FINA-P 273 Computer Art and Design I (credit hours counted in concentration for foundation requirement)

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#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level. FINA-A 399 Art, Aesthetics, and Creativity taught by an art historian is counted in concentration for art history requirement.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select one of the following:
  - FINA-A 190 Art, Aesthetics, and Creativity
  - FINA-A 399 Art, Aesthetics, and Creativity

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#### Contemporary Social Values (5 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Requirement fulfilled by non-Western art history course
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

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#### Additional Requirements (15 cr.)

- **World Languages** (6 cr.) | Select two courses in one world language (Chinese, French, German, Japanese, Spanish)
- **Upper-Level Electives** (9 cr.) | Select three courses at the 300- or 400-level

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#### Core Requirements (77 cr.)

##### Foundation Level (12 cr.) |

- FINA-F 100 Fundamental Studio–Drawing

- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D
- FINA-P 273 Computer Art and Design I

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##### Art History/Foundation Level (6 cr.) |

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art

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##### Survey Level (9 cr.) |

- Three 200-level courses, outside area of concentration

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##### Upper-Level Concentration (38 cr.) |

- Thirteen studio courses in one area

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##### Art History/Upper Level (9 cr.) |

- Three courses at the 300- or 400-level

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##### Senior Level (3 cr.) |

**It is recommended that students complete the following courses during the final year of study.**

- FINA-S 499 Bachelor of Fine Arts Final Review (0 cr.)
- FINA-A 409 Capstone Course

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##### Areas of Study

Students in the Bachelor of Fine Arts degree program select, with the advice of the faculty, an area of primary concentration consisting of 38 credit hours at the time of their upper-divisional review (discussed below). It is possible for students to select an area of secondary concentration of 15 credit hours; or 18 credit hours for a minor.

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##### Drawing and Painting (38 cr.)

The Drawing and Painting Program provides a thorough grounding in the development of technical skills and visual description. Students work within a range of traditional and contemporary approaches and are encouraged to find a personal voice in working with a variety of subject matter. The program is particularly strong in its emphasis on the figure. Different mediums are explored including pencil, charcoal, pen and ink, oil and pastel. The B.F.A. degree program allows students to expand their art-making experience by including classes from areas that include photography, printmaking, and sculpture.

Students who wish to concentrate in drawing and painting should complete the following courses:

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 301 Drawing 2
- FINA-S 331 Painting 2
- FINA-S 401 Drawing 3
- FINA-S 402 Pastel Drawing
- FINA-S 403 Anatomy for the Artist
- FINA-S 431 Painting 3

##### Select two of the following: (6 cr.)

- FINA-S 343 Printmaking II Lithography
- FINA-S 344 Printmaking II Silkscreen
- FINA-S 371 Sculpture 2
- FINA-S 392 Intermediate Photography

- FINA-S 401 Drawing 3 (Recommended; may take three times for credit)
- FINA-S 431 Painting 3 (Recommended; may take three times for credit)
- FINA-S 471 Sculpture 3
- FINA-S 491 Advanced Photography 2
- FINA-S 497 Independent Study in Studio Art

**The following courses are to be taken in the last three semesters (8 credit hours of Bachelor of Fine Arts courses).**

- FINA-S 405 Bachelor of Fine Arts Drawing (3-5 cr.)
- FINA-S 432 Bachelor of Fine Arts Painting (3-5 cr.)

### Photography (38 cr.)

Based on the tradition of fine art photography, this program stresses the formal and conceptual aspects of the medium as well as an aesthetic and cultural understanding of photography in an historical and contemporary context. Students will utilize digital, black and white, and alternative processes in photography. Students interested in graduate study, professional employment, or exploring the use of photography in their personal expression benefit from this program. Students are required to take FINA-A 477 History of Photography as one of the upper-level art history classes. Beginning fall 2012, all Bachelor of Fine Arts (B.F.A.) photography students will be required to purchase a DSLR camera.

The following courses comprise the B.F.A. concentration in photography:

- FINA-S 291 Fundamentals of Photography
- FINA-S 304 Digital Imaging
- FINA-S 392 Intermediate Photography
- FINA-S 406 Artificial Lighting
- FINA-S 407 Alternative Processes in Photography
- FINA-S 423 Large Format Photography
- FINA-S 492 Bachelor of Fine Arts Photography
- FINA-S 495 Advanced Photo Systems
- INMS-S 300 Video Art
- INMS-S 323 Intermediate Photoshop
- Select up to two additional upper-level art classes

### Printmaking (38 cr.)

The Printmaking Program recognizes that all individuals express their art in unique ways. The concentration requires that students become familiar with a set of core technologies, intaglio, silkscreen, lithography, papermaking, and book design. They are asked to specialize in one and encouraged to take additional upper-level coursework in one other selected field; choosing from design, photography, or drawing. Bachelor of Fine Arts candidates produce work that synthesizes their areas of expertise.

- FINA-S 240 Basic Printmaking Media
- FINA-S 302 Printmaking II Book Arts
- FINA-S 341 Printmaking II Intaglio
- FINA-S 343 Printmaking II Lithography
- FINA-S 344 Printmaking II Silkscreen
- FINA-S 417 Hand Papermaking I
- FINA-S 442 Bachelor of Fine Arts Printmaking (6 cr.)
- FINA-A 447 Printmaking 3
- 400-level Printmaking courses (5 cr.)

- Select an area of specialization by choosing from one of the following three areas: Graphic Design, Drawing, Painting, or Photography (6 cr.)

### Sculpture (38 cr.)

The sculpture program includes both traditional figure studies and current approaches to the field. The curriculum is designed to facilitate students as they pursue individual creative work in a wide range of traditional media, techniques, and conceptual orientations. Students are encouraged to develop their ideas through experimentation and critical inquiry while developing expertise in figure modeling, stone carving, plaster/metal casting, ceramics, jewelry, and wood or metal fabrication.

The Bachelor of Fine Arts degree program is a perfect basis for moving on to a Master of Fine Arts degree program. The Bachelor of Fine Arts concentration in sculpture includes the following courses:

- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1
- FINA-S 361 Ceramics 2
- FINA-S 371 Sculpture 2 (must be taken two times for a total of 6 credits | FINA-S 300 Video Art or FINA-S 381 Metal Smithing and Jewelry Design II may be taken instead of the second FINA-S 371)
- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3 (must be taken three times for a total of 9 credits)
- FINA-S 472 Bachelor of Fine Arts Sculpture (must be taken four times for credit)
- FINA-S 497 Independent Study in Studio Art (2 cr.)

### Visual Arts Upper-Divisional Review

All students are considered pre-Bachelor of Arts or pre-Bachelor of Fine Arts students until they pass an upper-divisional review. No student may take any Bachelor of Fine Arts courses nor any 400-level studio courses before he or she successfully passes the upper-divisional review. Students are expected to complete this review at the earliest possible point in their academic careers. Once students complete between 50 and 60 credit hours, including at least five of the six fundamental courses listed below, they are scheduled for their upper-divisional review:

Students undertaking this review are expected to present a portfolio of work representing their achievements in the studio. Students with transfer credit(s) must have submitted their portfolios prior to the upper-divisional review. This portfolio should show breadth (work in all the areas that a student has studied) and quality (a careful selection of the best work in the student's area of concentration). The faculty expects to see work that demonstrates ability and improvement. The faculty expect students to present their work in good condition and in a manner that expresses their personal development, course of study, or academic goals. Also, students are expected to make a brief, 3-5 minute, opening statement outlining their achievements so far and goals for the future, as well as to address any faculty questions. For Bachelor of Fine Arts students, this should include a statement of proposed concentration. In addition, the faculty expects that students attain a minimum GPA of 2.0

in all courses taken, and a minimum 2.5 GPA in courses in the visual arts.

At the conclusion of the review, the faculty may choose to accept a student into the B.A. or Bachelor of Fine Arts degree programs with or without provisions outlined by the faculty. The faculty may also decide to rehear students if work in some areas requires improvement. In certain cases, the faculty may decline to accept a student into the B.A. or Bachelor of Fine Arts degree programs, if the quality of either their classroom or studio work is deemed insufficient. A student may attempt to pass upper-divisional review only two times. Each hearing counts as one attempt; failure to meet provisions within a specified time counts as one attempt. Failure to attend a scheduled review counts as one attempt.

### Visual Arts | Minors Minors in Visual Arts

#### Minor in Fine Arts

The minor in visual arts is open only to non-visual arts majors.

#### Fundamental Courses (6 cr.)

Select two of the following:

- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D

#### Studio Courses (6 cr.)

- 300- or 400-level studio courses in one area

#### Art History Courses (6 cr.)

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art

#### Minor in Art History

##### About the Minor in Art History

The minor in art history is open to all IU South Bend students. Visual arts B.A. and Bachelor of Fine Arts students can meet minor requirements with only 3 additional credit hours beyond their art history requirements. Except where stated otherwise, 300-level courses have either FINA-A 101 Ancient and Medieval Art or FINA-A 102 Renaissance through Modern Art as prerequisites, 400-level courses have both FINA-A 101 Ancient and Medieval Art or FINA-A 102 Renaissance through Modern Art as prerequisites. Students are encouraged to plan their minor studies under the guidance of an art history faculty member.

The minor in art history consists of a total of 18 credit hours, distributed as follows:

#### Survey Courses (6 cr.)

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art

#### Upper-Level Courses (12 cr.)

- Four 300- or 400-level art history courses

### Visual Arts | Studio Minors Studio Minors

**Note** | The following minors are open to all IU South Bend students, including visual arts majors.

### Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Drawing and Painting (18 cr.)

##### Art History Courses (3 cr.)

Select one of the following:

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art

#### Fundamental Courses (3 cr.)

- FINA-F 100 Fundamental Studio–Drawing

#### Studio Courses (12 cr.)

- FINA-S 200 Drawing 1 (2-3 cr.)
- FINA-S 230 Painting 1 (2-3 cr.)
- FINA-S 301 Drawing 2 (2-3 cr.)
- FINA-S 331 Painting 2 (2-3 cr.)

#### Graphic Design (18 cr.)

##### Art History Courses (3 cr.)

Select one course from the following:

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art

#### Upper-Level Art History Courses (3 cr.)

- FINA-A 470 Problems in Art History
- FINA-A 470 Problems in Art History

#### Fundamentals Courses (6 cr.)

- FINA-F 102 Fundamental Studio–2D
- FINA-P 273 Computer Art and Design I

#### Studio Courses (6 cr.)

- FINA-S 324 Page Layout and Design

Select one course from the following:

- FINA-P 323 Introduction to Web Design
- FINA-S 323 Intermediate Photoshop

#### Photography (18 cr.)

##### Art History Courses (3 cr.)

- FINA-A 477 History of Photography (permission of instructor required for non-visual arts students)

#### Fundamental Courses (3 cr.)

- FINA-F 102 Fundamental Studio–2D

#### Studio Courses (12 cr.)

- FINA-S 296 Fundamentals of Digital Photography (5 cr.)
- FINA-S 392 Intermediate Photography

Select two of the following:

- FINA-A 190 Art, Aesthetics, and Creativity VT: Point and Shoot
- FINA-S 300 Video Art
- FINA-S 304 Digital Imaging
- FINA-S 322 Color Photography
- FINA-S 406 Artificial Lighting
- FINA-S 407 Alternative Processes in Photography

- FINA-S 423 Large Format Photography
  - FINA-S 495 Advanced Photo Systems
- 

**Printmaking (18 cr.)****Art History Courses (3 cr.)**

Select one of the following:

- FINA-A 101 Ancient and Medieval Art
  - FINA-A 102 Renaissance Through Modern Art
  - Select one of the following:
  - FINA-F 100 Fundamental Studio–Drawing
  - FINA-F 102 Fundamental Studio–2D
- 

**Studio Courses (12 cr.)**

Select four of the following:

- FINA-S 240 Basic Printmaking Media
  - FINA-S 302 Printmaking II Book Arts
  - FINA-S 341 Printmaking II Intaglio
  - FINA-S 343 Printmaking II Lithography
  - FINA-S 344 Printmaking II Silkscreen
  - FINA-S 417 Hand Papermaking I
- 

**Sculpture (18 cr.)****Art History Courses (3 cr.)**

Select one of the following:

- FINA-A 101 Ancient and Medieval Art
  - FINA-A 102 Renaissance Through Modern Art
- 

**Fundamental Courses (3 cr.)**

- FINA-F 102 Fundamental Studio–2D
- 

**Studio Courses (12 cr.)**

- FINA-S 270 Sculpture 1
- FINA-S 371 Sculpture 2

Select two of the following:

- FINA-S 200 Drawing 1
- FINA-S 260 Ceramics 1
- FINA-S 361 Ceramics 2
- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3

# Judd Leighton School of Business and Economics | Index

## Judd Leighton School of Business and Economics

**Robert H. Ducoffe, Ph.D. | Dean**

Administration Building 204J | (574) 520-4346 | [business.iusb.edu](http://business.iusb.edu)

### Faculty

Professors | **D. Agbetsiafa, Aghimien, T. Anderson, Ducoffe, Espahbodi, M. Fox, Kohli, M. Lee, Mehran, Sabbaghi, Saksena, Vollrath**

Associate Professors | **L. Hall, B. Kern, G. Kern, Pathak, Schjoedt, Vaidyanathan**

Assistant Professors | **Bindroo, Costea, Hong, Kenagy, Liu, Lu, Meisami, Mendez-Rodriguez, Pant, Valencia, Wu, Yin, Zhuang**

Lecturers | **G. Hawkins, M. Schroeder, Shively**

Visiting Associate Professor | **Grayson, M.**

Faculty Emeriti | **Bartholomew, L. Blodgett, Fred, Harriman, Herschede, Joray, Knowles, Kochanowski, Naffziger, Norton, Peck, D. Singh, Tawadros, Withey**

Associate Dean | **Sabbaghi**

Assistant Dean and Director of Graduate Studies |

**Saksena**

Area Chairs | **D. Agbetsiafa, Aghimien, M. Fox, M. Lee, Mehran, Sabbaghi**

Director of the Bureau of Business and Economic Research | **D. Agbetsiafa**

Director of the Center for Economic Education | **D. Agbetsiafa**

**Agbetsiafa**

Director of the M.S.-M.I.T. Program | **Vaidyanathan**

Director of the Institute for Applied Community Research | **L. Hall**

Director of Administrative and Student Services | **P. Agbetsiafa**

**Agbetsiafa**

Academic Advisor | **Coleman**

### Graduate Degrees Offered

#### Graduate Business Programs

- M.S.A. Accounting
- Master of Business Administration with concentrations in | Finance | General Business | Marketing
- M.S.-M.I.T. Management of Information Technologies

### Graduate Certificate

Graduate Business Certificate

### Undergraduate Degrees Offered

Bachelor of Science (B.S.) in Business with concentrations in

Accounting | Advertising | Banking | Finance | General Business | Health Care Management | Human Resource Management | International Business | Management Information Systems | Marketing | Small Business and Entrepreneurship

Bachelor of Science (B.S.) in Economics

### 4-Year Plan of Study (Sample)

Bachelor of Science (B.S.) in Business with concentrations in

Accounting | Advertising | Banking | Economics | Finance | General Business | Health Care Management | Human Resource Management | International Business | Management Information Systems | Marketing | Small Business and Entrepreneurship

Bachelor of Science (B.S.) in Economics

### Minors Offered

Minor in Economics | Outside Minor in Business for Non-Business Majors | Minor in Finance for Business Majors | Outside Minor in Finance for Non-Business Majors | Minor in Management Information Systems for Business Majors | Outside Minor in Management Information Systems for Non-Business Majors | Minor in International Business for Business Majors | Minor in Marketing for Business Majors | Outside Minor in Marketing for Non-Business Majors

### Course Descriptions

Business [Undergraduate] BUS | Business [Graduate] BUSB | Economics ECON

### Index

- Mission
- Vision Statement
- Accreditation
- The Bureau of Business and Economic Research
- Center for Experiential Education (CTS-CEE)
- Entrepreneurship Program
- Student Organizations | Beta Gamma Sigma | Omicron Delta Epsilon
- Student Awards
- Graduation with Distinction
- About the Bachelor of Science in Business
- Admission
- Eligibility for Enrollment in Business and Economics Courses Numbered 301 and Above
- Enrollment Restriction
- Transfer Credit Policy
- Student's Responsibility
- Credit Hour Requirements
- Pass/Fail Option
- Correspondence Study
- Repeating a Failed Course
- General Scholarship Rule
- Grade Requirements
- English Requirement
- Dismissal and Readmission
- Physical Education Courses
- Career Services
- Special Credit Examinations
- Concentration Declaration
- Senior Residence Requirement
- Application for Degree
- Credit Deadline
- Comprehensive Examination Requirement
- Statute of Limitations
- Requirements for a Second Bachelor's Degree
- Graduate Business Programs

## Judd Leighton School of Business and Economics | Information

### Mission Statement

The Judd Leighton School of Business and Economics at Indiana University South Bend offers high-quality, AACSB-accredited educational programs that provide business knowledge and develop skills that enable our diverse student body to succeed in a dynamic environment. We emphasize superior teaching and learning; greatly value scholarship, and engage in service to the wider community. As part of a state-assisted university, we serve as a professional resource committed to the economic development of our region. We strive for academic excellence through rigorous and relevant teaching; an intellectually active faculty engaged in research that contributes to discipline-based scholarship, to practice, and to learning and instruction; and through extensive involvement in public, professional, and university service.

To our students, we offer outstanding instruction by dedicated faculty and well-established, affordable Indiana University undergraduate and graduate programs that meet the highest academic standards. As part of a comprehensive university system, we serve a broad range of students including traditional, nontraditional, minority, and international students who seek to compete in a global business environment. To our faculty, we provide an intellectually stimulating environment that enhances teaching, research, and service. To employers, we develop well-educated graduates who contribute to and lead organizations in our region and beyond. To our community at large, we serve as a highly regarded educational and training resource for current and future leaders, as well as a widely respected, responsive, and continuing professional partner.

### Vision Statement

The Judd Leighton School of Business and Economics at Indiana University South Bend aspires to be the best regional business school in the nation, recognized for academic excellence, and for contributing to the overall development of our region and our broader environment.

#### We will achieve this vision by:

- Providing rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced, and global in perspective
- Preparing students for successful leadership roles
- Collaborating with stakeholders to align our teaching, scholarship, and service to the needs of the community
- Serving as a primary source for creating and applying business knowledge to promote regional economic development

### General Information

#### Accreditation

The IU South Bend Judd Leighton School of Business and Economics measures its quality against the highest standard in business education: AACSB

International—The Association to Advance Collegiate Schools of Business.

Established in 1916, AACSB International is the premier accrediting agency for bachelor's, master's, and doctoral degree programs in business administration and management. IU South Bend stands among only 22 percent of national collegiate business degree programs that have achieved the level of excellence necessary to earn AACSB International accreditation. IU South Bend's professional colleagues include AACSB International founders; the University of Chicago, the University of Pennsylvania, Northwestern University, and Yale University.

### The Bureau of Business and Economic Research

The Bureau of Business and Economic Research (BBER) supports research activities of the Judd Leighton School of Business and Economics and provides business and economic expertise to the public in the Michiana region, including government, business, and nonprofit organizations. The BBER maintains a database of local economic indicators, publishes a quarterly report on the local economy, conducts research on local and regional issues, and serves as a vital source of information on regional economic activity.

### Center for Economic Education (CEE)

The Center for Economic Education (CEE) seeks to increase economic literacy in North-Central Indiana by helping prepare students to become informed and productive citizens by increasing their knowledge in economics. The Center seeks to achieve this objective by organizing and supporting activities designed to creatively integrate economics into the K-12 educational experience to help local schools and students successfully meet Indiana's academic standards for economics. The Center regularly offers a comprehensive set of programs to North-Central Indiana classrooms with support from the Indiana Council on Economic Education (ICEE) and the Council on Economic Education (CEE), and American Electric Power Company.

Serving as the program arm of the CEE and ICEE, the Center provides important services to meet the economic education objectives of the CEE and its affiliated institutions. These services include: regular offering of on- and off-campus workshops and instructional programs in economics; an intensive graduate college-3-credit summer course for K-12 teachers and taught by leading experts from education, government, industry, and award-winning teachers; consultation for schools, colleges, and community organizations; developing and distributing economic education literature; and conducting research in economic education.

### CTS Center for Experiential Education (CTS-CEE)

The vision of the CTS Center for Experiential Education (CTS-CEE) is for every business student at IU South Bend to have an expanded portfolio of experiential learning opportunities during their studies and, in the process, engage the entire business student body, in both South Bend and Elkhart, in serving our community and promoting the healthy growth of the Michiana economy.

Field projects, internships, and faculty development are priorities of the CTS-CEE.

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### Entrepreneurship Program

The Judd Leighton Judd Leighton School of Business and Economics maintains an active and high profile role with the small business sector of the economy. In addition to credit courses available to students pursuing business degrees, a symposia series is offered to the community; faculty and students also enjoy regular involvement with the Collegiate Management Assistance Program of the Small Business Development Center.

For over ten years, the Judd Leighton Judd Leighton School of Business and Economics has presented the Entrepreneurship Lecture Series. This series is sponsored by Lake City Bank. The speakers within this series showcase many of the area's premier business organizations and their chief executives. Each speaker delves into an aspect of entrepreneurship. **Topics Include** | strategies, business plans, creating and organization, venture financing, and franchising

This series is part of the undergraduate course BUS-W 311 New Venture Creation and also is part of an Master of Business Administration (M.B.A.) seminar course.

The most recent development within the Entrepreneurship Program is the Entrepreneurship Competition sponsored by Kem Krest. This competition awards prize money to the most deserving entrepreneurial projects that business students undertake. The competition will also put aspiring entrepreneurs in touch with experts and sources of capital that may further help develop projects.

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### Student Organizations

The faculty in business and economics recognize that student organizations contribute greatly to its programs. Some of these organizations are honorary in nature and facilitate recognition of outstanding performance. These organizations include Beta Gamma Sigma (the honorary business society), Omicron Delta Epsilon (the honorary economics society), and International Honor Society of the Financial Management Association (the honorary finance society). Organizations such as the Accounting Association, American Advertising Federation, American Marketing Association, Society for Human Resource Management, Economic Forum, Management Information Systems (MIS) Club, Financial Management Association,

The Business Club, and Students in Free Enterprise (SIFE) enable students to develop their interests in various fields through extracurricular programs.

#### Beta Gamma Sigma

Beta Gamma Sigma is the national honor society for business students. Membership in this organization is the highest scholastic honor that a business student can attain. Membership is restricted to students of high scholarship in institutions with degree programs accredited by AACSB International. To be eligible for membership, business majors of junior standing must have a cumulative grade point average of 3.8 or higher and completion of a minimum of 70 credit hours with at least 45 credit hours at Indiana University; seniors must have a cumulative grade point average of 3.65 or higher and completion of at least 45 credit hours at Indiana University; and graduate

students must have a cumulative grade point average of 3.75 and at least 27 graduate credit hours completed.

#### Omicron Delta Epsilon

Omicron Delta Epsilon (ODE) is the International Economics Honor Society. Its objectives include:

- Recognition of scholastic attainment in Economics
- Recognition of outstanding achievements in economics on the part of economists at all levels
- Establishment of closer ties between students and faculty in economics within their own colleges and universities
- Establishment of closer ties between students and faculty in economics on all campuses
- Publication of an official journal
- Emphasis on professional aspects of economics as a career field for service in academic, business, government, and international organizations.

ODE is dedicated to the encouragement of excellence in economics, and devotion on the part of its members as economists to the advancement of their science and to the scholarly effort to make freedom from want and deprivation a reality for all humankind.

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### Student Awards

The following awards are made to students in the Judd Leighton School of Business and Economics | **Excellence Award** to one student in each of the major areas: accounting, advertising, banking, economics, finance, health care management, human resource management, international business, general business, marketing, management information systems, and small business and entrepreneurship | **Indiana Association of Certified Public Accountants, Inc. Award**

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### Graduation with Distinction

Honors for excellence in scholarship are awarded at Commencement to a limited number of students graduating with the degree Bachelor of Science in Business and Bachelor of Science in Economics. The number so honored will not exceed 10 percent of the graduating class in the school for that year. Graduates whose minimum grade point averages are 3.9 and who complete at least 60 credit hours at IU South Bend are graduated with highest distinction; those whose minimum grade point averages are 3.8 and who complete at least 60 credit hours at IU South Bend are graduated with high distinction; and those whose minimum grade point averages are 3.65 and who complete at least 60 credit hours at IU South Bend are graduated with distinction. Graduates receiving these honors have them so noted on their diplomas and in the Commencement program and are eligible to wear the cream and crimson fourragère at Commencement.

### B.S. in Business | Information

#### About the Bachelor of Science in Business

The undergraduate degree programs provide opportunities for breadth of education as well as for a reasonable amount of specialization. As a member of AACSB International—The Association to Advance Collegiate Schools of Business, IU South Bend's Judd Leighton School of Business and Economics subscribes to the

principle that a significant portion of a student's academic program should center in general-education subjects.

The general-education aspects of the degree program are then complemented by study in the basic areas of business administration. The application of this principle ensures the planning of balanced study programs and, at the same time, enables a student with an interest in one or another professional area of business to specialize in that field.

In addition, all undergraduate study programs include courses that ensure the development of a basic understanding of the principles and practices involved in the management of business firms in the dynamic, social, and political environment of the world today.

Consideration is also given to basic trends of development that are likely to shape the patterns of the world in the years ahead. Beyond these basic requirements, students are given an opportunity to pursue studies in a general program or to select a major from a wide variety of subject areas.

Upon admission to senior standing, the student enjoys a number of privileges and opportunities. The range of elective courses is wider than at any other stage of the program. Special opportunities are provided for discussion and counseling with senior members of the faculty. Courses on this level assure widespread participation by students in the discussion and solution of cases, projects, and special problems drawn from the contemporary business scene. Also, seniors typically hold responsible offices in professional student organizations, affording them unusual extracurricular opportunities for development.

The course BUS-X 310 Business Career Planning and Placement prepares students for transition to the world of business and helps them locate and select employment opportunities that hold greatest promise for them. The study program does not end with graduation. In recognition of the importance of continuing education beyond the classroom and after completion of formal courses, the school's faculty encourages all seniors to pursue a program of guided reading and general development following graduation.

Undergraduate students in the school may pursue curricula in:

- A general degree program
- Specialized subject-matter fields
- Combined programs based on selected courses in the school and in various other academic programs of the university

### Admission

Students eligible to apply for admission to the undergraduate business degree program in the Judd Leighton School of Business and Economics must:

- Have completed a minimum of 56 credit hours that count toward graduation on the college level either at IU South Bend or elsewhere (have completed their freshman and sophomore years)
- Have earned a minimum cumulative grade point average (CGPA) of 2.0 over all courses taken (averages are computed on the basis of all course

enrollments in which grades A, B, C, D, and F were awarded; all WF and FN grades are counted as F in determining the grade point average)

- Have completed the following courses (or their equivalents) either at IU South Bend or elsewhere with a minimum grade point average of 2.0 (C) and a minimum grade of C in any of those courses marked with an asterisk (\*)
- BUS-A 201 Introduction to Financial Accounting\*
- BUS-A 202 Introduction to Managerial Accounting\*
- BUS-B 190 Human Behavior and Social Institutions\* VT: Principles of Business Administration
- BUS-K 201 The Computer in Business\*
- ECON-E 103 Introduction to Microeconomics\*
- ECON-E 104 Introduction to Macroeconomics\*
- ECON-E 270 Introduction to Statistical Theory in Economics and Business\*
- ENG-W 131 Elementary Composition 1\*
- ENG-W 232 Introduction to Business Writing\*
- MATH-M 118 Finite Mathematics\*
- MATH-M 119 Brief Survey of Calculus 1\*
- SPCH-S 121 Public Speaking

### Select one of the following:

- BUS-L 201 Legal Environment of Business\*
- BUS-L 203 Commercial Law I\*1

### Eligibility for Enrollment in Business and Economics Courses Numbered 301 and Above

Business and economics courses numbered 301 and above are offered only to students who meet one of the following criteria:

- Students officially certified to the Judd Leighton School of Business and Economics as Bachelor of Science degree majors (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)
- Students officially registered in the minor in business (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)
- Students registered for other university programs that specifically require upper-division business or economics courses (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)
- Other students who have obtained specific permission from the Judd Leighton School of Business and Economics (provided the student has accomplished a minimum of 56 credit hours, junior-class standing)

Freshmen, sophomores, and prebusiness students are not permitted to enroll in business and economics courses numbered 300 or above.

### Enrollment Restriction

No undergraduate student, except those who declare business as their major, is allowed to take more than 23 percent of their coursework credit in business courses under any circumstances. The undergraduate business program has the responsibility of monitoring the implementation of this requirement. Any minor in business

is subject to approval by the undergraduate business and economics program office.

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### **Transfer Credit Policy**

Students of approved colleges who transfer to undergraduate study in the Judd Leighton School of Business and Economics must take the courses required in the freshman and sophomore years by the Judd Leighton School of Business and Economics if they have not had equivalent courses in the school from which they transfer.

Courses taken at other institutions that appear similar in either title or objective to the 300- or 400-level (junior and senior) courses offered by the Judd Leighton School of Business and Economics are transferred as undistributed electives and are not regarded as equivalent unless at least one of the following validation processes is performed:

- Completion of a course review with documented evaluation of the content, level, method of instruction, objectives, etc., used in the course(s) validated. The evaluation must be performed by an appropriate member of the school's faculty; or
- Successful completion of an examination based upon the material covered in that course.

At least one of the validation processes must be completed and documented before any administrative action can be taken to officially equate a transferred course with a course offered by the school.

The validation process can be completed prior to a student's certifying to the school; but no actual transfer course equivalency can be effected until after the student has officially certified to the school.

The validation process cannot take place prior to receipt of an official IU South Bend credit transfer report or if the student is registered in a course offered by another institution.

Courses in advanced business subjects (not open to freshmen and sophomores) which have been taken at other institutions in the freshman and sophomore years, are not accepted as equivalents of the courses offered at Indiana University unless the student passes special examinations of the Judd Leighton School of Business and Economics in such subjects. Additionally, courses in advanced business subjects (not open to freshmen and sophomores) which have been taken at two-year institutions, are not accepted as equivalents of the courses offered at IU South Bend.

Credit hours earned through junior and community colleges are limited to a maximum of 60 credit hours.

Only credit hours earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credit only, although transfer grades appear on the credit transfer report. The school accepts transfer students as late as the senior year.

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### **Student's Responsibility-**

All colleges establish certain academic requirements that must be met before a degree is granted. Advisors, directors, and deans always help a student meet these requirements; but each student is individually responsible for fulfilling them. If requirements are not satisfied,

the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this publication.

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### **Continued**

## **B.S. in Business | Information**

### **Bachelor of Science in Business**

#### **Credit Hour Requirements**

The minimum number of credit hours required for the bachelor's degree is 120 credit hours in courses meeting the various requirements stated in this publication. Of these, at least 48 credit hours shall be in business and economics courses, and at least 53 credit hours shall be in courses other than business and economics.

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#### **Pass/Fail Option**

Business students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The election of this option must be exercised by the student within the first three weeks of the semester. Limitations on use of the Pass/Fail policy are as follows: business students may not take any business course Pass/Fail. Also, the Pass/Fail option cannot be used for courses that satisfy the campuswide general-education requirements. The option can be used for courses that are pure electives taken outside the Judd Leighton School of Business and Economics. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D.

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#### **Correspondence Study -**

Business, economics, and speech courses may not be taken by correspondence to count toward degree requirements. All students wishing to apply credit from correspondence study toward a degree must secure the advisor's signature on the enrollment application before submitting it to the correspondence study program. Any exceptions to the above policy must have the approval of the dean.

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#### **Repeating a Course Limitation Policy**

Business majors are not permitted to retake a course in which they have received a grade of B- (2.7) or higher. Independent study courses and all other courses that allow students to obtain additional credit by retaking the same course number are exceptions, as would any other extraordinary situations.

All business majors are restricted to three attempts to complete a credit course. Viable exceptions may be accepted by petitioning the school. The word attempts is intended to mean a transcript record of W, F, FN, or a completed course letter grade. In particular, WX is excluded (dropping a class within the first week).

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#### **Repeating a Failed Course**

The Judd Leighton School of Business and Economics, for its own internal purposes (e.g., admission, probation, graduation, etc.), calculates grade point averages where a failed course is involved using both the original grade of

F and the makeup grade. This policy applies to all courses taken by undergraduate students admitted to the school.

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### **General Scholarship Rule-**

Any student who does not possess the necessary preliminary training, or who lacks other qualifications, may be required by the Committee on Admission and Probation to enroll in such courses as the committee may designate or to take such other corrective action as is necessary or desirable. The committee may review a student's record at any time and take whatever action seems necessary for the student's best interests or for the best interests of the school.

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### **Grade Requirements-**

To graduate with an undergraduate degree from the Judd Leighton School of Business and Economics, students must attain a minimum grade point average (GPA) of 2.0 (C) in all business and economics courses, earn a minimum grade of C in each course in their concentration and basic administration core requirements (a grade of C- does not satisfy this requirement), and a minimum cumulative grade point average of 2.0 (C). Transfer students admitted from other institutions with deficiencies in credit points are expected to overcome those deficiencies with Indiana University grades.

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### **English Requirement-**

Students must demonstrate their ability to use correct, clear, effective English. The student must satisfy this requirement by completing ENG-W 131 Elementary Composition 1 and ENG-W 232 Introduction to Business Writing, or equivalent transfer credit, with a minimum grade of C (a grade of C- does not satisfy this requirement). Students whose records indicate serious writing deficiencies are required to enroll in ENG-W 31 Pre-Composition and ENG-W 130 Principles of Composition, which are specially designed for their needs.

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### **Dismissal and Readmission**

The Committee on Admission, Probation, and Withdrawal has the authority to order dismissal and to entertain applications for readmission, according to university regulations as carried out in the Academic Regulations and Policies section of this publication.

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### **Physical Education Courses-**

Students may select a maximum of 4 credit hours of special elective Health, Physical Education, and Recreation (HPER) courses. Physical education courses carry regular credit and count as general-education electives (students cannot enroll in the same course twice and receive credit). Grades earned in these courses are not included in the student's cumulative grade point average.

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### **Career Services**

All undergraduate students are urged to register with the Office of Career Services. BUS-X 310 Business Career Planning and Placement should be completed satisfactorily during the junior year. Information about employment in specific career fields is available in the Office of Career Services.

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### **Special Credit Examinations-**

The Judd Leighton School of Business and Economics does not accept transfer of credit from other institutions

for business courses if the credit was awarded on the basis of self-acquired competency. For nonbusiness courses, the school accepts course-specific credit awarded on the basis of self-acquired competency by other degree-granting divisions/schools of Indiana University and by other institutions accredited by the North Central Association of Colleges or comparable regional associations.

The school does not accept general (non-course-specific) self-acquired competency credit awarded by other divisions/schools of Indiana University or by other institutions.

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### **Concentration Declaration-**

Students declare a concentration once they are admitted to the upper-level business program and are expected to meet the requirements for that concentration beginning that semester. Any student who has not selected a specific concentration is classified as a general business major and is expected to follow the program of that concentration.

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### **Senior Residence Requirement**

The senior year (the last 30 credit hours) must be completed at Indiana University. Students are certified for graduation by the Indiana University campus on which they complete the last two semesters (30 or more credit hours). In addition, at least 50 percent of all business course credit hours must be taken at IU South Bend. Permission to take credit during the senior year at another institution, or by correspondence study courses, may be procured to a maximum of 6 credit hours by petitioning the dean.

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### **Application for Degree-**

Candidates for the Bachelor of Science in Business or Bachelor of Science in Economics must file a degree application by March 1 if they are graduating in December or by October 1 if they are graduating in May or August. Degree application forms are available at the school's undergraduate office. Unless the application has been completed and submitted to the school, the student's academic records will not be audited for degree certification. Without this audit, the student cannot be recommended for the conferral of the degree.

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### **Credit Deadline**

All credit of candidates for degrees, except for the work of the current semester, must be on record at least one month prior to the conferral of degrees. All I (Incomplete) and R (Deferred) grades must be removed before a student can be certified for a degree.

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### **Comprehensive Examination Requirement**

Each business student, as a condition for graduation, must pass a comprehensive examination during their senior year. Graduating seniors are notified in advance of their scheduled examination date.

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### **Statute of Limitations -**

Student candidates for the degree Bachelor of Science in Business and Bachelor of Science in Economics have the right to complete degree requirements specified by the IU South Bend Bulletin in effect at the time they matriculate at Indiana University, provided that:

- The necessary courses are available, and
- No more than eight calendar years have elapsed since matriculation.

In the event that courses are not available or more than eight years have elapsed, students must apply to the dean to update their degree programs to the IU South Bend Bulletin currently in effect.

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### Requirements for a Second Bachelor's Degree

The Judd Leighton School of Business and Economics offers to holders of a bachelor's degree in schools other than business, a second bachelor's degree in business.

The candidate is exempt from any of those requirements already fulfilled in acquiring the first bachelor's degree. Students must meet the certification and degree requirements specified in the IU South Bend Bulletin at the time they are admitted for the second degree.

Normally the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates must earn at least 30 additional credit hours in residence and meet the requirements of the Judd Leighton School of Business and Economics and of the concentration in which they are candidates. Students awarded the Bachelor of Science in Business at IU South Bend may register as special students to meet the requirements of another concentration, but cannot be certified for the degree a second time.

The Judd Leighton School of Business and Economics reserves the right to specify any additional course requirements or repetition of previously taken courses in order to ensure that a student's second Bachelor of Science or second area of concentration is compatible with the school's current academic objectives.

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**Back**

## Accounting | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Accounting

#### 4-Year Degree Plan (Sample)

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#### About the Accounting Concentration

The accounting curriculum prepares students for positions as accountants, auditors, controllers, income tax accountants, financial statement analysts, cost accountants, budget officers, and governmental or institutional accountants. In addition, it equips the prospective business executive with a tool for intelligent analysis, prediction, decision making, and control.

The accounting curriculum also provides excellent background for the student planning to pursue graduate work in business administration or law.

Accounting graduates who meet requirements of the State Board of Certified Accountants of Indiana are eligible to sit for the Uniform Certified Public Accountant's (CPA) Examination in Indiana. Those who wish to engage in public accounting practice should familiarize themselves with the rules and regulations issued by:

Indiana Professional Licensing Agency | Attention: Indiana Board of Accountancy | 302 W. Washington Street | Indianapolis, Indiana 46204

Students planning to practice outside Indiana should consult the CPA board of their state of residence.

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#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a grade of not less than C in each course.

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#### Junior and Senior Years

- 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 424 Auditing and Assurance Services
- SPCH-S 223 Business and Professional Communication

#### Select two of the following:

- BUS-A 335 Accounting for Government and Not-For-Profit Entities
- BUS-A 339 Advanced Income Tax
- BUS-A 425 Contemporary Accounting Theory

#### Select one of the following with an accounting focus:

- BUS-F 302 Financial Decision Making
- BUS-B 399 Business and Society
- BUS-F 420 Equity and Fixed Income Investment
- BUS-K 301 Enterprise Resource Planning
- BUS-L 303 Commercial Law 2
- BUS-W 311 New Venture Creation
- BUS-X 481 Undergraduate Internship in Business and Economics

- BUS-X 482 Undergraduate Field Project in Business and Economics

## Business | B.S.

### Bachelor of Science (B.S.) in Business

#### See individual concentrations for 4-Year Degree Plans (Sample)

#### About the Bachelor of Science in Business

The 120 credit hour undergraduate curricula for students majoring in business administration consists essentially of three parts: the campuswide general-education core, the basic business administration core, and the professional courses for a specific concentration.

The following is a list of the courses and credit hours that all undergraduate curricula require. In certain curricula concentrations, specific campuswide general-education courses are required within the seven groups of courses listed. Students must attain a grade of not less than a C in any of those courses marked with an asterisk (\*).

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

#### Fundamental Literacies (25 cr.)

- **Writing** (6 cr.) |
  - ENG-W 131 Elementary Composition 1\*
  - ENG-W 232 Introduction to Business Writing\*
- **Critical Thinking** (3 cr.) | Select one of the following:
  - PHIL-P 105 Critical Thinking
  - PHIL-P 110 Introduction to Philosophy
  - PHIL-P 150 Elementary Logic
  - Other Critical Thinking course
- **Oral Communication** (3 cr.) | SPCH-S 121 Public Speaking
- **Visual Literacy** (3 cr.) | Select from approved course list
- **Quantitative Reasoning** (6 cr.) |
  - MATH-M 118 Finite Mathematics\*

#### Select one of the following:

- MATH-M 119 Brief Survey of Calculus 1\*
- MATH-M 215 Calculus I (5 cr.)\*
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** (3 cr.) |
  - BUS-K 201 The Computer in Business\*

- Recommend CSCI-A 106 Introduction to Computing/ CSCI-A 107 Advanced Microcomputing prior to BUS-K 201 for students with limited computer skills.

#### Common Core Courses (15 cr.)

Students must complete courses from each of the following four areas, as designated in the Schedule of Classes.

- **The Natural World** (3 cr.) | Select N 190 from approved course list
- **Literary and Intellectual Traditions** (3 cr.) | Select T 190 from approved course list
- **Art, Aesthetics, and Creativity** (3 cr.) | Select A 190 from approved course list
- **Human Behavior and Social Institutions** (6 cr.) |
  - BUS-B 190 Human Behavior and Social Institutions\* VT: Principles of Business Administration
  - BUS-B 399 Business and Society\*

#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** (3 cr.) | Select from approved course list
- **Diversity in United States Society** (3 cr.) | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

#### Additional Requirements (5 cr.)

Additional elective courses chosen throughout the university excluding business, economics, technical, and general studies courses; world language courses are highly recommended.

(Accounting majors need only to select 2 credit hours of electives and take SPCH-S 223 Business and Professional Communication.)

#### Basic Business Administration Core Courses

##### Freshman Year

- BUS-B 190 Human Behavior and Social Institutions\* VT: Principles of Business Administration
- BUS-K 201 The Computer in Business\*
- ECON-E 103 Introduction to Microeconomics\*
- ECON-E 104 Introduction to Macroeconomics\*

##### Sophomore Year

- BUS-A 201 Introduction to Financial Accounting\*
- BUS-A 202 Introduction to Managerial Accounting\*
- BUS-L 201 Legal Environment of Business 1\*
- ECON-E 270 Introduction to Statistical Theory in Economics and Business\*

##### Junior Year

- BUS-D 300 International Business Administration\*
- BUS-F 301 Financial Management\*
- BUS-K 321 Management of Information Technology\*
- BUS-M 301 Introduction to Management Marketing\*
- BUS-P 301 Operations Management\*
- BUS-X 310 Business Career Planning and Placement\* (1 cr.)

- BUS-Z 302 Managing and Behavior in Organizations\*

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### Senior Year

- BUS-J 401 Administrative Policy\*

## Advertising | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Advertising

#### 4-Year Degree Plan (Sample)

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#### About the Advertising Concentration

The advertising curriculum provides an educational foundation for those preparing for careers in which advertising may play a major role. Such careers include work in the management of advertising; advertising sales; product management with those firms where strong emphasis is placed on advertising; or specialized areas of copy, layout, design, or production.

Employment in these careers may be with advertising departments of manufacturing, distributing, or retailing firms; with media, including television, radio, newspapers, magazines, direct mail, or the Internet; with advertising agencies; or with companies dealing in specialized aspects of advertising and sales promotion.

Because the advertising function in a business firm constitutes part of a total marketing program, the advertising curriculum provides, first of all, a base of general business and marketing studies. The capstone of this degree program is a modest degree of specialization in advertising courses.

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#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a grade of not less than C in each course.

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#### Junior and Senior Years-

- BUS-M 303 Marketing Research
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 418 Advertising Strategy

#### Select two of the following:

- BUS-M 401 International Marketing
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M450 Marketing Strategy

#### Select one of the following:

- ENG-W 203 Creative Writing
- FINA-S 250 Graphic Design I
- JOUR-C 200 Introduction to Mass Communications

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#### Electives

Students following the advertising curriculum are urged to select additional courses in behavioral science and should select advanced general-education and advertising courses in consultation with their advisor. Electives in advertising include 400-level marketing courses.

## Banking | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Banking

#### 4-Year Plan of Study (Sample)

##### About the Banking Concentration

This degree program provides a solid financial background along with entrepreneurial skills to service this growing market. The need for specialized education arises from the increased competitiveness within the financial services industry. Many banks make tremendous efforts to serve not only the budding entrepreneur, but also those entrepreneurs successful in growing to new heights in sales and market expansion. Growing entrepreneurial businesses have significant funding needs. As is often the case with a growing business, there are insufficient internally generated cash flows to finance expansion. Firms can choose to go public, seek private equity, or turn to their banker to supply the funds needed to stoke future growth. Banks need skilled employees with the ability to recognize those entrepreneurial opportunities, who possess the depth of finance knowledge to evaluate the deal's potential, and who have the ability to close the sale. The program offers a wide variety of courses in finance, entrepreneurship, and sales management to ensure that graduates possess the skills necessary to be successful in this growing industry.

##### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a grade of not less than C in each course.

##### Junior and Senior Years-

- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Equity and Fixed Income Investment
- BUS-M 426 Sales Management
- BUS-W 311 New Venture Creation

##### Select one of the following:

- BUS-F 444 Applications in Financial Management
- BUS-F 446 Bank and Financial Intermediation
- BUS-F 494 International Finance

##### Select one of the following:

- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel-Human Resource Management

## Economics | B.S.

### Bachelor of Science (B.S.) in Economics

This 120 credit hour program is designed for the student who desires to gain an appreciation for how the economic system functions. The economics degree program provides an excellent foundation for the student who intends to work in business, government, or the nonprofit sector and for the student who wants to pursue graduate-level training in law, public administration, business administration, or other professional areas. Students must attain a grade of not less than a C in any of those courses marked with an asterisk (\*).

##### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

##### Campuswide General Education (33-39 cr.)

For a more detailed description of the IU South Bend campuswide general-education requirements, including lists of approved courses, see the General Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

##### Fundamental Literacies (32 cr.)

- **Writing** (6 cr.) |
  - ENG-W 131 Elementary Composition 1\*
  - ENG-W 232 Introduction to Business Writing\*
- **Critical Thinking** | Select one of the following:
  - PHIL-P 105 Critical Thinking
  - PHIL-P 110 Introduction to Philosophy
  - PHIL-P 150 Elementary Logic
  - Other Critical Thinking course
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** (13 cr.) |
  - MATH-M 118 Finite Mathematics\*
  - MATH-M 215 Calculus I (5 cr.)\*
  - MATH-M 216 Calculus II (5 cr.)\*
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** (3 cr.) | BUS-K 201 The Computer in Business\*

**Note** | Recommend CSCI-A 106 Introduction to Computing/CSCI-A 107 Advanced Microcomputing prior to BUS-K 201 for students with limited computer skills.

##### Common Core Courses (15 cr.)

Students must complete courses from each of the following four areas, as designated in the Schedule of Classes.

- **The Natural World** (3 cr.) | Select N 190 from approved course list
- **Human Behavior and Social Institutions** (6 cr.) |
  - Select from approved course list
  - Select B 190 and B 399

- **Literary and Intellectual Traditions (3 cr.)** | Select T 190 from approved course list
- **Art, Aesthetics, and Creativity (3 cr.)** | Select A 190 from approved course list

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### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures (3 cr.)** | Select from approved course list
- **Diversity in United States Society (3 cr.)** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

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### General-education (non-Business and Economics) Electives (7 cr.)

Consult with an advisor for recommended electives.

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### Economics Major Requirements (34 cr.)

All courses are 3 credit hours, unless otherwise designated

- ECON-E 103 Introduction to Microeconomics\*
- ECON-E 104 Introduction to Macroeconomics\*
- ECON-E 270 Introduction to Statistical Theory in Economics and Business\*
- ECON-E 305 Money and Banking\*
- ECON-E 321 Intermediate Microeconomic Theory\*
- ECON-E 322 Intermediate Macroeconomic Theory\*
- ECON-E 430 International Economics\*
- ECON-E 470 Introduction to Econometrics\*
- ECON-E 490 Advanced Undergraduate Seminar in Economics (4 cr.)\*

#### Select two of the following:

- ECON-E 304 Survey of Labor Economics\*
- ECON-E 308 Survey of Public Finance\*
- ECON-E 344 Health Economics\*
- ECON-E 375 Introduction to Mathematical Economics\*

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### Basic Business Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting\*
- BUS-L 201 Legal Environment of Business\*
- BUS-F 260 Personal Finance\*
- BUS-B 190 Introduction to Business Administration (must take in freshman or sophomore year)\*

#### Select two of the following:

- BUS-F 301 Financial Management\*
- BUS-B 399 Business and Society\*
- BUS-K 321 Management of Information Technology\*
- BUS-M 301 Introduction to Management Marketing\*
- BUS-P 301 Operations Management\*
- BUS-Z 302 Managing and Behavior in Organizations\*

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### Electives (6 cr.)

Consult with an advisor for recommended electives.

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### Minor in Economics

#### Requirements

All courses are 3 credit hours, unless otherwise designated

Students majoring in business who wish to earn a minor in economics are expected to complete the following requirements:

- Register their intent with the Judd Leighton School of Business and Economics.
- Meet with an economics advisor prior to each semester's registration.
- Earn a minimum grade of C in all economics courses that count toward the minor.
- Complete the following courses:
  - ECON-E 103 Introduction to Microeconomics
  - ECON-E 104 Introduction to Macroeconomics
  - ECON-E 321 Intermediate Microeconomic Theory
  - ECON-E 322 Intermediate Macroeconomic Theory
- One additional economics course at the 300- or 400-level

## Finance | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Finance

#### 4-Year Plan of Study (Sample)

#### See also Outside Minor in Finance for Non-Business Majors

#### About the Concentration in Finance

The ability to analyze a corporation's financial status, and to implement sound financial programs for raising capital and for choosing from among competing investment opportunities, is of the utmost importance to any business organization.

Students who graduate with a finance concentration are prepared for entry-level positions in finance. This includes positions in financial institutions such as commercial banks, savings and loans, credit unions, brokerage and investment banking firms, investment advisory organizations, insurance companies, mutual funds, and pension funds. In addition to opportunities in the financial services industry, extensive employment opportunities exist in the corporate sector as well as in government.

Courses on financial institutions, financial decision making, business financial management, investments, security analysis, and portfolio management enable students to acquire a depth of understanding in areas of particular interest.

The field of finance traditionally is divided into three subfields: financial markets and institutions, investments, and business financial management. Financial markets and institutions examine the ways in which financial intermediaries such as commercial banks, insurance companies, and pension funds facilitate the transfer of funds from savers/investors to demanders of funds who engage in the production and consumption of real economic goods and services.

Services provided by financial institutions include the evaluation and bearing of risk and the repackaging of funds in terms of maturity and size of investment. Also examined, on a macro basis, are the markets for financial securities created by corporations and financial intermediaries.

Typical questions would be what sectors of government and the economy are the foremost demanders of funds in different segments of the business cycle and, in aggregate, what proportion of corporate financing has been provided by debt over time.

Investments is the study of how individuals and institutions allocate funds to financial assets such as stocks, bonds, options and futures contracts and, to a lesser extent, real assets such as real estate and precious metals. Investments is itself divided into two areas: security analysis, concerned with the valuation of individual securities; and portfolio management, concerned with the selection of combinations of assets such that return is maximized given the level of risk that is borne.

Business financial management concentrates on the management of a firm's assets, both short-term working capital and longer-term capital projects, and on the financing of these assets. Financing considerations

include the choice of capital structure (proportions of debt and equity used in the financing mix) and dividend policy.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a grade of not less than C in each course.

#### Junior and Senior Years

- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Equity and Fixed Income Investment
- BUS-F 444 Applications in Financial Management

#### Select three of the following:

- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II\*
- BUS-A 325 Cost Accounting\*
- BUS-F 423 Topics in Investment
- BUS-F 446 Bank and Financial Intermediation
- BUS-F 490 Independent Study in Finance
- BUS-F 494 International Finance

#### Minor in Finance for Business Majors

Students pursuing a four-year degree may combine formal study in finance as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor, and not less than a C in each course. Note that these courses may not be taken by correspondence study nor independent study; they also may not be studied through an internship.

- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Equity and Fixed Income Investment

## Finance for Non-Business Majors | Outside Minor

### Outside Minor in Finance for Non-Business Majors

#### See also Bachelor of Science (B.S.) in Business with a Concentration in Finance

Students pursuing a four-year degree in non-business programs may combine formal study in finance with their stated major by concurrently completing an outside minor in finance. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics advisor before the end of their junior year.

#### Requirements (30 cr.)

All courses are 3 credit hours, unless otherwise designated

**Note** | Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above ten courses and

not less than a C in each course. These courses may not be taken by correspondence study or by independent study; they also may not be studied through an internship.

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#### Required Prerequisites

- BUS-A 201 Introduction to Financial Accounting
- BUS-K 201 The Computer in Business (or any other computer course)
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (or any statistics course)
- MATH-M 118 Finite Mathematics

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#### Required Finance Courses

- BUS-F 260 Personal Finance
- BUS-F 301 Financial Management
- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F 420 Equity and Fixed Income Investment

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**For non-business majors, the BUS-F 301 Financial Management course requires prerequisites of the following courses:**

- BUS-A 201 Introduction to Financial Accounting
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (or any statistics course)

**The BUS-F 301 Financial Management course is a prerequisite for the following courses:**

- BUS-F 302 Financial Decision Making
- BUS-F 345 Money, Banking, and Capital Markets
- BUS-F420 Equity and Fixed Income Investment

## General Business | B.S.

**Bachelor of Science (B.S.) in Business with a Concentration in General Business**

#### 4-Year Plan of Study (Sample)

**See also Outside Minor in Business for Non-Business Majors**

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#### About the Concentration in General Business

For students wishing to pursue a broad, general degree program, this curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm in a rapidly changing environment. Emphasis is on the process involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating inputs and outputs with varied environments.

Objectives at the undergraduate level are to provide a broad, liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

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#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must attain a grade of not less than C in each course.

#### Junior and Senior Years

- BUS-B 399 Business and Society
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel-Human Resource Management

#### Select one of the following:

- BUS-F 302 Financial Decision Making
- BUS-F 420 Equity and Fixed Income Investment

#### Select one of the following:

- BUS-L 303 Commercial Law 2
- BUS-X 481 Undergraduate Internship in Business and Economics
- BUS-X 482 Undergraduate Field Project in Business and Economics

#### Select one of the following:

- BUS-M 303 Marketing Research
- BUS-M426 Sales Management

#### Select one of the following:

- ECON-E 305 Money and Banking
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

## Health Care Management | B.S. Bachelor of Science (B.S.) in Business with a Concentration in Health Care Management

### 4-Year Plan of Study (Sample)

#### About the Health Care Management Concentration

This program prepares students to fill administrative positions in various types of health care organizations, such as group practice clinics, nursing care facilities, hospitals, and managed care organizations. It imparts the managerial and technical knowledge and skills needed by managers who will be responsible for applying their expertise to managing either small health care organizations or departmental units within larger institutions.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course.

#### Junior and Senior Years

- BUS-H 320 Systems of Health Care Delivery
- BUS-H 352 Health Care Financial Management
- BUS-H 354 Economics of Health Care
- BUS-H 402 Hospital Organization and Management
- BUS-H 411 Management of Long-term Care Facilities
- BUS-Z 440 Personnel-Human Resource Management

## Human Resource Management | B.S. Bachelor of Science (B.S.) in Business with a Concentration in Human Resource Management

### 4-Year Degree Plan (Sample)

#### About The Human Resource Management Program

The Human Resource (HR) Management Program is designed for students whose career objectives encompass the field of human resources. From its early beginnings as a staff function involving the maintenance of records and the administration of benefit programs, personnel administration has grown and expanded to encompass the total development and utilization of human resources in organizations. While company titles may vary from vice president of strategic human resources to vice president for organization planning and development, there are few firms of any size or consequence today that do not have a human resources specialist reporting directly to the company's highest level. This practice reflects the awareness that its human resources are an organization's greatest asset.

For this reason, the curriculum is designed to acquaint the student with modern human resources management in its broadest sense. Included are the traditional areas of HR administration and labor relations such as employment, management development, wage and salary administration, organization planning, and contract negotiations, as well as developments in the behavioral sciences and the implications for a complete human resources program.

The objectives at the undergraduate level are to provide the student with a broad spectrum of knowledge for career preparation in organizational leadership; to prepare the student for a career in modern, professional human resources management; and to encourage and develop interest in further study and research in the area of human resources development and utilization. An internship is required to allow the student to fully embody the role of a human resource professional.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course.

#### Junior and Senior Years

- BUS-Z 404 Effective Negotiations
- BUS-Z 440 Personnel-Human Resource Management
- BUS-Z 441 Wage and Salary Administration VT: Compensation and Benefits
- BUS-Z 444 Personnel Research and Measurement VT: Selection and Development

#### Select one of the following:

- BUS-B 399 Business and Society
- BUS-W 430 Organizations and Organizational Change

#### Select one of the following:

- BUS-X 481 Undergraduate Internship in Business and Economics

- BUS-X 482 Undergraduate Field Project in Business and Economics

## **International Business | B.S.**

### **Bachelor of Science (B.S.) in Business with a Concentration in International Business**

#### **4-Year Degree Plan (Sample)**

**See also Minor in International Business for Business Majors**

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#### **About the International Business Concentration**

The international business concentration provides students with extensive backgrounds in international business issues such as finance, law, marketing, accounting, and economics. Students have numerous curriculum choices so may tailor their degree to their own area of emphasis. The faculty has designed the concentration to facilitate students wishing to double major in an existing business discipline and in international business. Students who concentrate in international business are also required to take international courses outside the school of business to help them develop an expertise in a particular geographic area or culture. This major provides business students with the kind of cultural grounding so significant to success in global business.

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#### **Concentration Requirements**

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course.

#### **Junior and Senior Years-**

##### **Select four of the following:**

- BUS-A 490 Independent Study in Accounting
- BUS-F 494 International Finance
- BUS-M 401 International Marketing
- BUS-W 490 Independent Study in Business Administration
- ECON-E 430 International Economics

##### **Select two of the following:**

- BUS-A 325 Cost Accounting
- BUS-A 337 Accounting Information Systems
- BUS-B 399 Business and Society
- BUS-F 302 Financial Decision Making
- BUS-F 420 Equity and Fixed Income Investment
- BUS-M 303 Marketing Research
- BUS-M 415 Advertising and Promotion Management
- BUS-S 307 Data Management
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel-Human Resource Management
- ECON-E 305 Money and Banking
- ECON-E321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

##### **Select two of the following:**

- ANTH-E 397 Peoples and Cultures of the Middle East
- BUS-W 490 Independent Study in Business Administration
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- POLS-Y 330 Central American Politics

- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 The Politics of International Development
- POLS-Y 350 Politics of the European Union
- POLS-Y 376 International Political Economy
- SOC-S 362 World Societies and Cultures
- WGS-W 301 International Perspectives on Women
- Any other course with consent of advisor

### Minor in International Business for Business Majors

Students pursuing a four-year degree in business may add a minor in international business as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated | Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than C in each course.

**Note** | These courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

- BUS-D 300 International Business Administration
- BUS-F 494 International Finance
- BUS-M 401 International Marketing

#### Select one of the following:

- ANTH-E 397 Peoples and Cultures of the Middle East
- HIST-H 237 Traditional East Asian Civilization
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-G 369 Modern Japan
- POLS-Y 330 Central American Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 The Politics of International Development
- POLS-Y 350 Politics of the European Union
- POLS-Y 376 International Political Economy

Although not a formal prerequisite, BUS-D 300 International Business Administration (which is a required course for all business students) is the foundation course for the study of international business and should be taken before BUS-F 494 International Finance and BUS-M 401 International Marketing.

## International Business | Minor

### Minor in International Business for Business Majors

#### See also Bachelor of Science (B.S.) in Business with a Concentration in International Business

Students pursuing a four-year degree in business may add a minor in international business as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated | Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than C in each course.

**Note** | These courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

- BUS-D 300 International Business Administration
- BUS-F 494 International Finance
- BUS-M 401 International Marketing

#### Select one of the following:

- ANTH-E 397 Peoples and Cultures of the Middle East
- HIST-H 237 Traditional East Asian Civilization
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-G 369 Modern Japan
- POLS-Y 330 Central American Politics
- POLS-Y 335 West European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 The Politics of International Development
- POLS-Y 350 Politics of the European Union
- POLS-Y 376 International Political Economy

**Note** | Although not a formal prerequisite, BUS-D 300 International Business Administration (which is a required course for all business students) is the foundation course for the study of international business and should be taken before BUS-F 494 International Finance and BUS-M 401 International Marketing.

## Management Information Systems | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Management Information Systems

#### 4-Year Degree Plan (Sample)

##### See also

- Minor in Management Information Systems for Business Majors
- Outside Minor in Management Information Systems for Non-Business Majors

#### About the Management Information Systems Degree Program

The Management Information Systems (MIS) degree program prepares students to fill the role of an MIS professional and/or manager in organizations in the north central Indiana and southwestern Michigan region. It gives students the computer knowledge and technical skills needed by managers who will be responsible for applying computers and other information technology (IT) in businesses and not-for-profit organizations. This is a growing area, given the increasing need for employees who understand the complexities of information technology and can contribute to effective management of IT systems.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course

##### Junior and Senior Years-

- BUS-K 301 Enterprise Resource Planning
- BUS-K 302 Introduction to Management Science
- BUS-S 307 Data Management
- BUS-S 310 Systems Analysis and Project Management
- BUS-S 410 Systems Implementation
- BUS-S 435 Advanced Topics in Computer Information Systems
- CSCI-A 201 Introduction to Programming (4 cr.)

##### Select one of the following with a focus in MIS:

- BUS-X 481 Undergraduate Internship in Business and Economics
- BUS-X 482 Undergraduate Field Project in Business and Economics
- Any 300- or 400-level business, economics, or computer science course

## Management Information Systems for Business Majors | Minor

### Minor in Management Information Systems for Business Majors

##### See also

- Bachelor of Science (B.S.) in Business with a Concentration in Management Information Systems
- Outside Minor in Management Information Systems for Non-Business Majors

Students pursuing a four-year degree may combine formal study in MIS as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated

**Note** | Students must attain a minimum cumulative grade point average of 2.0 (C) in all four of the courses taken for the minor and not less than a C grade in each course. Note that these courses may not be taken by correspondence study or independent study; they also may not be studied through an internship.

- BUS-K 301 Enterprise Resource Planning
- BUS-K 302 Introduction to Management Science
- BUS-S 307 Data Management
- BUS-S 435 Advanced Topics in Computer Information Systems

## Management Information Systems for Non-Business Majors | Outside Minor

### Outside Minor in Management Information Systems for Non-Business Majors

##### See also

- Bachelor of Science (B.S.) in Business with a Concentration in Management Information Systems
- Minor in Management Information Systems for Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in MIS with their stated major by concurrently completing an outside minor in MIS. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics advisor before the end of their junior year.

#### Requirements (30 cr.)

All courses are 3 credit hours, unless otherwise designated.

##### Prerequisites

- BUS-A 201 Introduction to Financial Accounting
- BUS-K 201 The Computer in Business
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-M 118 Finite Mathematics

#### Required Management Information Systems Courses

- BUS-K 301 Enterprise Resource Planning
- BUS-K 302 Introduction to Management Science
- BUS-K 321 Management of Information Technology
- BUS-P 301 Operations Management
- BUS-S 307 Data Management
- BUS-S 435 Advanced Topics in Computer Information Systems

**Note** | Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above 10 courses and not less than a C grade in each course. These courses cannot be taken by correspondence study or by independent study; they also may not be studied through an internship.

## Marketing | B.S.

### Bachelor of Science (B.S.) in Business with a Concentration in Marketing

#### 4-Year Degree Plan (Sample)

See also [Minor in Marketing](#) | [Minor in Marketing for Non-Business Majors](#)

#### About Marketing

The study of marketing concerns itself with all those activities related to the movement of goods and services from the producer to consumers. It deals, for example, with customer behavior; the development of product offerings to meet consumer needs; pricing policies; the institutions and channels of distribution, including retailers and wholesalers; advertising; selling; sales promotion; research; and the management of marketing to provide for business a profitable and expanding operation.

The marketing curriculum endeavors to provide the business community with broadly trained people who can approach problems with a clear understanding both of marketing and of the interrelationships of marketing with other functions of the firm. Students planning careers in marketing research and information systems, advertising, retailing, or sales management normally major in marketing and then may pursue within the curriculum additional specialization in the area of their vocational interest.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course

#### Junior and Senior Years-

- BUS-M 303 Marketing Research
- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 450 Marketing Strategy

#### Select two of the following:

- BUS-M 415 Advertising and Promotion Management
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management

#### Electives-

Marketing majors are urged to consider work in the behavioral sciences, economics, and quantitative areas. Electives in marketing include all 400-level marketing and advertising courses.

## Marketing for Business Majors | Minor

### Minor in Marketing for Business Majors

Students pursuing a four-year degree may combine formal study in marketing as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor before the end of their junior year.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated | Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses

and not less than a C in each course. Note that these courses may not be taken by correspondence study.

- BUS-M 301 Introduction to Management Marketing

#### Select one of the following:

- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management

#### Select two of the following:

- BUS-M 303 Marketing Research
- BUS-M 418 Advertising Strategy
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M 450 Marketing Strategy

## Marketing for Non-Business Majors | Outside Minor

### Outside Minor in Marketing for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in marketing with their stated major by concurrently completing an outside minor in marketing. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics advisor before the end of their junior year.

#### Requirements (24 cr.)

All courses are 3 credit hours, unless otherwise designated | Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. Note that these courses may not be taken by correspondence study.

#### Required Prerequisites |

- BUS-K 201 The Computer in Business
- BUS-L 201 Legal Environment of Business
- ECON-E 103 Introduction to Microeconomics
- MATH-M 118 Finite Mathematics

#### Required Marketing Courses |

- BUS-M 301 Introduction to Management Marketing

#### Select one of the following |

- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management

#### Select two of the following |

- BUS-M 303 Marketing Research
- BUS-M 418 Advertising Strategy
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M 450 Marketing Strategy

## Small Business and Entrepreneurship

### Small Business and Entrepreneurship

#### 4-Year Degree Plan (Sample)

#### About the Small Business and Entrepreneurship Concentration

The concentration in small business and entrepreneurship prepares graduates to start and manage their own organizations. This concentration also prepares graduates for management positions in the many small businesses of the United States and, increasingly, of the entire global community. Over 90 percent of all businesses in the United States can be classified as small; and with downsizing, outsourcing, and reorganizing among larger companies, the percentage of small businesses is increasing. Future careers and jobs are with smaller organizations.

In addition to credit courses, the concentration in small business and entrepreneurship offers a speaker series to the local community and to students. Faculty and students participate in a variety of research projects that investigate issues of significance to the small business community. Students also enjoy regular involvement with north central Indiana's Small Business Development Center.

Curriculum requirements are similar to other concentrations offered in the Judd Leighton School of Business and Economics with regard to general-education, prebusiness courses, and business courses.

#### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated | Students must attain a grade of not less than C in each course

#### Junior and Senior Years-

- BUS-M 303 Marketing Research
- BUS-W 311 New Venture Creation
- BUS-W 406 Venture Growth Management
- BUS-W 408 Practicum In Small Business
- BUS-Z 440 Personnel-Human Resource Management

#### Select one of the following:

- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Promotion Management
- BUS-M 419 Retail Strategy
- BUS-M 450 Marketing Strategy

## Business for Non-Business Majors | Outside Minor

### Outside Minor in Business for Non-Business Majors

#### See also Bachelor of Science (B.S.) in General Business

#### About the Outside Minor

Students pursuing a four-year degree in non-business programs may combine formal study in business with their stated major by concurrently completing an outside minor in business. Students who select this program must notify

their advisor and the Judd Leighton School of Business and Economics advisor before the end of their junior year.

Students must attain a minimum cumulative grade point average of 2.0 (C) in all the above courses and not less than a C in each course. These courses cannot be taken by correspondence study.

Students who do not plan to complete the minor in business but who wish to supplement their major with a small number of business courses in a single business area—such as accounting, finance, marketing, or other specialized study—should select business and economics courses in consultation with an advisor from the Judd Leighton School of Business and Economics.

#### Minor Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BUS-A 201 Introduction to Financial Accounting
- BUS-B 190 Human Behavior and Social Institutions
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business
- ECON-E 103 Introduction to Microeconomics

#### Select one of the following courses (after completing required prerequisites):

- BUS-B 399 Business and Society
- BUS-F 301 Financial Management
- BUS-M 301 Introduction to Management Marketing
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations

## Graduate Business Programs | Index

### Graduate Business Programs

Administration Building 203C | (574) 520-4138 | [gradbus@iusb.edu](mailto:gradbus@iusb.edu) | [graduatebusiness.iusb.edu](http://graduatebusiness.iusb.edu)

#### About the Graduate Business Programs

The Judd Leighton School of Business and Economics' master's degree programs prepare students for a lifetime of learning. Successful people know that to remain viable in the work place they must train for the future. Each graduate is better prepared to take leadership positions because of the knowledge, analytical, and critical thinking skills developed in the graduate business program.

The master's degree programs cater to the part-time student; offering a wide variety of courses during the evening hours, making it possible for students to continue in their present position while attending classes after work. The programs help students polish and accentuate their existing business skills and develop new ones. A master's degree can help students achieve career advancement in their current field or help prepare them for a new career in the business world.

Most domestic students already hold responsible business management positions. The majority of domestic business graduate students hold full-time jobs while pursuing their master's degree. The typical candidate enters the program because either their present or future position requires increased managerial competence.

The faculty considers the candidate's work experience an integral part of the total educational program and uses both theory and practice as tools to build a broad foundation to enhance the skills of the professional manager. While there is some opportunity for specialization, the graduate business program emphasizes development of the candidate's breadth of focus, imagination, and creativity. By selecting students who demonstrate a potential for assuming increasing responsibilities as managers, and by providing a degree that meets the highest national standards of accreditation, the Judd Leighton School of Business and Economics serves the needs of regional employers that compete in an international marketplace.

#### Graduate Degrees Offered

- Graduate Certificate in Business
- Master of Business Administration with concentrations in Finance | General Business | Marketing
- Master of Science in Accounting
- Master of Science in Management of Information Technologies

#### Course Descriptions

Business Graduate BUSB

#### Index

- Mission Statement
- Vision Statement
- Admission | Application Deadline
- Enrollment Restriction
- Academic Standing
- Credit Transfer

- Fast-Track Program Option

## Graduate Business Programs | Information

### Graduate Business Programs

Administration Building 203C | (574) 520-4138 | [gradbus@iusb.edu](mailto:gradbus@iusb.edu) | [graduatebusiness.iusb.edu](http://graduatebusiness.iusb.edu)

#### Mission Statement

The Judd Leighton School of Business and Economics at Indiana University South Bend offers high-quality, AACSB-accredited educational programs that provide business knowledge and develop skills that enable our diverse student body to succeed in a dynamic environment. We emphasize superior teaching and learning; greatly value scholarship, and engage in service to the wider community. As part of a state-assisted university, we serve as a professional resource committed to the economic development of our region. We strive for academic excellence through rigorous and relevant teaching; an intellectually active faculty engaged in research that contributes to discipline-based scholarship, to practice, and to learning and instruction; and through extensive involvement in public, professional, and university service.

To our students, we offer outstanding instruction by dedicated faculty and well-established, affordable Indiana University undergraduate and graduate programs that meet the highest academic standards. As part of a comprehensive university system, we serve a broad range of students including traditional, nontraditional, minority, and international students who seek to compete in a global business environment. To our faculty, we provide an intellectually stimulating environment that enhances teaching, research, and service. To employers, we develop well-educated graduates who contribute to and lead organizations in our region and beyond. To our community at large, we serve as a highly regarded educational and training resource for current and future leaders, as well as a widely respected, responsive, and continuing professional partner.

#### Vision Statement

The Judd Leighton School of Business and Economics at IU South Bend aspires to be the best regional business school in the nation, recognized for academic excellence, and for contributing to the overall development of our region and our broader environment.

We will achieve this vision by:

- Providing rigorous and relevant programs that are intellectually grounded, innovative, integrative, technologically advanced and global in perspective
- Preparing students for successful leadership roles
- Collaborating with stakeholders to align our teaching, scholarship, and service to the needs of the community
- Serving as a primary source for creating and applying business knowledge to promote regional economic development.

#### Admission

Graduate business programs admit only those students who demonstrate aptitude, ability, and scholarship.

Applicants must hold a bachelor's degree and take the standardized Graduate Management Admission Test (GMAT).

For the Admissions Committee to consider a candidate for admission into one of the graduate business programs, the applicant must submit the following materials:

- Online application: [www.iusb.edu/portal/apply](http://www.iusb.edu/portal/apply)
- Official transcripts of every college or university attended. The graduate business office obtains Indiana University transcripts.
- Two letters of recommendation.
- Official score report from the Graduate Management Admission Test (GMAT).\*
- A nonrefundable application fee.

Admission standards into graduate business programs are maintained by selecting only those candidates who can successfully complete a rigorous and competitive academic program. The program is accessible only to those students of demonstrated aptitude, ability, and scholarship. Admission decisions are based on a composite evaluation of the applicant's:

- GMAT scores
- Undergraduate academic performance measured by GPA
- Two letters of recommendation
- Personal essays
- Professional work experience/re#sume#

The committee encourages submission of additional supporting information. Applicants whose native language is not English must submit an acceptable Test of English as a Foreign Language (TOEFL) score or successfully complete Level 12 of The Language Company program.

Interested students must submit all application materials on or before the following deadlines:

#### Semester | Deadline

Fall | July 1  
Spring | November 1  
Summer | April 1

Admitted candidates may enter the program at the beginning of any regular semester.

#### Enrollment Restriction

No graduate student (except those officially admitted to graduate business programs) is allowed to take more than 6 credit hours in graduate business courses under any circumstances.

#### Academic Standing

Graduate business students whose grade point average (GPA) falls below the 2.75 requirement are placed on academic probation for one semester. If the student's GPA is not raised to the 2.75 level, the student may be placed on additional probation, or may be dismissed from the program. If at any time a student's GPA falls below 2.25, automatic dismissal takes place.

#### Credit Transfer

Graduate business students may transfer a maximum of 12 credit hours into their graduate program. For coursework to be eligible for transfer, the class must be

taken at another AACSB accredited college or university. All classes must be preapproved. The approval process requires the submission of the course syllabus and possibly other course-specific materials. The student is notified in writing if the approval is granted. Only those courses in which a student receives a grade of B or higher transfers. Upon successful completion of a preapproved course at another institution, the student must request that an official transcript be sent to the Office of Graduate Business Programs showing a grade of B or higher. Upon receipt of said transcript the Office of Graduate Business Programs will complete the transfer and notify the student.

#### Fast-Track Program Option

This option is geared toward recent graduates and is available for students fully admitted to the MBA, MSA or MS-MIT degree programs. Students admitted under this option will be waived from all prerequisite courses\*\* and will have the cost of their GMAT reimbursed (\$250) upon satisfactory completion of 6 graduate credit hours in the program.

- Undergraduate degree in business (earned no more than one year prior to the semester of admission) and a CGPA of at least 3.35 from an AACSB accredited business school, OR undergraduate degree in business (earned no more than one year prior to the semester of admission) and a CGPA of at least 3.65 from a non-AACSB regionally accredited school.
- GMAT score of at least 450 (500 for MS-MIT program).

## M.B.A.

### Master of Business Administration (M.B.A.)

#### About the Master's of Business Administration

Our master's degree in business administration prepares students to assume leadership roles in their organization. Paced to suit the needs of career-oriented candidates, the program is tailored to the demands of students preparing for greater professional challenges.

The curriculum for the Master of Business Administration (M.B.A.) reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The various influences of ethics, global community, politics, society, and diversity are interwoven throughout the school's graduate courses. Faculty use case studies in many courses to bridge the gap between theory and practice.

Small class size gives students important one-on-one experience with faculty members whose research, teaching, and consulting experience puts them on the cutting edge of regional, national, and global business issues. To accommodate students from a broad spectrum of north central Indiana and southwestern Michigan locations, master's degree classes are taught on both the South Bend and Elkhart campuses. Some online and hybrid courses are also offered.

#### Program Requirements (36-57 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students who took specific business courses within the last five years and meet the minimum grade requirement, may qualify for automatic exemption from part of Phase

I. If the specific business classes were taken over five years ago or if the minimum grade requirement was not met, the Office of Graduate Business Programs may use placement examinations to establish possible exemption from any of these courses. In addition, each candidate must pass a computer skills test prior to beginning their graduate coursework. Students who do not pass this test must take BUS-K 501 Computer Skills for Management.

### Phase I | Prerequisite Courses (0-21 cr.)

M.B.A. students must complete prerequisite courses (Phase I) before entering the core curriculum (Phase II). The student must achieve a grade of B or higher in each of these prerequisite courses.

- BUSB-A 501 Survey of Financial Accounting and Reporting
- BUSB-A 503 Statistical Applications
- BUSB-A 511 Mathematical Tools in Business
- BUSB-A 514 Survey of Economics
- BUSB-B 502 Organizational Behavior I
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management

### Phase II | Core Courses (21 cr.)

**Note** | The student must achieve a grade of C or higher in each course in Phase II, III, and IV.

- BUSB-A 502 Managerial Price Theory
- BUSB-A 504 Management Information Systems
- BUSB-C 502 Legal and Ethical Environment of Business
- BUSB-D 503 Production Management
- BUSB-F 542 Strategic Financial Management
- BUSB-M 550 Consumer Insights

**Select one international course from the following:**

- BUSB-A 545 International Accounting
- BUSB-F 506 Management of International Operations
- BUSB-F 530 International Finance
- BUSB-M 594 Global Marketing Management

### Phase III | Advanced Management Competence Courses (12 cr.)

**Note** | The student must achieve a grade of C or higher in each course in Phase II, III, and IV.

- BUSB-B 503 Leadership and Change
- BUSB-F 503 Management Accounting Concepts

### Electives

Select two eligible electives, based on concentration desired (general business, finance, or marketing)

#### General Business Concentration |

- Any BUSB 500 level courses

#### Finance Concentration |

- BUSB-F 514 Investment Management
- BUSB-F 517 Financial Markets & Institutions

#### Marketing Concentration |

- BUSB-M 544 Managing Advertising and Sales Promotion
- BUSB-M 503 Applied Marketing Research

### Phase IV | Capstone Course (3 cr.)

**Note** | The student must achieve a grade of C or higher in each course in Phase II, III, and IV.

- BUSB-E 510 Business Policy

### Comprehensive Examination Requirement

Each graduate business student, as a condition for graduation, must pass a comprehensive examination during his or her final year. The examination is given near the end of each semester.

## Accounting | M.S.

### Master of Science (M.S.) in Accounting

#### About the Master of Science in Accounting

The Master of Science in Accounting (M.S.A.) provides advanced academic work for those with specialized interest in the field of accounting. The degree develops the conceptual and technical skills of those whose undergraduate academic performances were above average, and who may be preparing to sit for the Certified Public Accountant (CPA) examination.

Indiana law requires 150 hours of college credit for a person to be eligible for this examination. To meet this need, IU South Bend is offering a 30 graduate credit hour (10 courses) Master of Science in Accounting degree. Besides being tailored to meet these new demands, the degree is equally well suited for practicing accountants preparing for greater professional challenges.

The curriculum for the M.S.A. reflects the school's mission to emphasize functional knowledge, skills, and capabilities. The program prepares individuals for professional certification, not only as a C.P.A., but also as a Certified Management Accountant (C.M.A.), Certified Fraud Examiner (C.F.E.), or Certified Internal Auditor (C.I.A.).

The degree requires 30 credit hours beyond the accounting major bachelor's degree. If an applicant lacks an undergraduate accounting degree, the attainment of an M.S.A. degree requires additional coursework.

#### Who Benefits?

- Individuals preparing to meet the 150 credit hour requirement of Indiana and other states for taking the CPA examination
- The professional accountant who desires a graduate degree
- Professionals who want to increase their expertise for future advancement
- Individuals who want to gain a working knowledge of the accounting profession for a change in careers or for future entrepreneurial projects
- Individuals who want to meet the requirements for other professional certification programs such as the Certified Management Accountant (C.M.A.), Certified Fraud Examiner (C.F.E.), or Certified Internal Auditor (C.I.A.)

#### Program Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Required Prerequisites

- BUS-A 201 Introduction to Financial Accounting

- BUS-A 202 Introduction to Managerial Accounting
- 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 339 Advanced Income Tax
- BUS-A 424 Auditing and Assurance Services

**Select one of the following:**

- BUS-A 337 Accounting Information Systems
- BUS-K 321 Management of Information Technology

Students must possess computer competency equivalent to BUSB-K 501 Computer Skills for Management.

Students who plan to sit for the Uniform CPA Examination should consider taking BUS-A 335 Accounting for Government and Not-For-Profit Entities and enrolling in a C.P.A. review course, particularly for business law.

**Program Requirements (30 cr.)**

**Skills Courses (6 cr.)**

- BUSB-B 503 Leadership and Change
- BUSB-F 533 Communication Skills

**Required Accounting Courses (12 cr.)**

- BUSB-A 525 Advanced Financial Practice
- BUSB-A 530 Advanced Auditing
- BUSB-A 531 Advanced Managerial
- BUSB-A 545 International Accounting

**Elective Courses (9 cr.)**

Select three of the following:

- BUSB-A 504 Management Information Systems
- BUSB-A 539 Advanced Tax Topics
- BUSB-A 564 Interpretation and Analysis of Financial Statements
- BUSB-F 542 Strategic Financial Management

**Additional Elective Courses (3 cr.)**

Select one of the following:

- BUSB-A 502 Managerial Price Theory
- BUSB-C 502 Legal and Ethical Environment of Business
- BUSB-D 503 Production Management
- BUSB-F 506 Management of International Operations
- BUSB-F 520 Seminar in Business  
VT: Taxes and Business Strategies
- BUSB-F 520 Seminar in Business  
VT: Forensic Accounting
- BUSB-F 523 Managerial Decision-Making Models
- BUSB-F 530 International Finance

The student must achieve a grade of C or higher for each course taken for the required prerequisites and Master of Science in Accounting program requirements.

Each student, as a condition of graduation, must participate in an exit interview and possess a cumulative graduate business program GPA of at least 2.75.

## Management of Information Technologies | M.S.

### Master of Science (M.S.) in Management of Information Technologies

**Ganesh Vaidyanathan, Ph.D. | Director**  
(574) 520-4453 | [gvaidyan@iusb.edu](mailto:gvaidyan@iusb.edu) | [www.iusb.edu/mis/MS-MITintro.php](http://www.iusb.edu/mis/MS-MITintro.php)

#### About the Master of Science in Management of Information Technologies Degree

The Master of Science in Management of Information Technologies (M.S.-M.I.T.) degree, the first of its kind in Michiana, enables graduates to effectively plan and manage complex information technologies for their firms and to successfully advance their manufacturing/service organizations into the twenty-first century. Given the burgeoning influence of information technology in almost all organizations, Michiana businesses must learn to manage information technology to their best advantage.

The M.S.-M.I.T. degree is one of the best professional career investments for area managers. This degree significantly enhances the information technology management capabilities of our graduates and their organizations.

To manage information effectively, organizations need employees proficient in information systems and management. This program provides expertise in both.

Graduates can assume a variety of responsibilities, from the development of electronic commerce, to the management of large-scale business process reengineering and enterprise resource planning.

Graduates gain proficiency in areas such as: electronic commerce, managerial decision support systems, enterprise resource planning, business process reengineering, database management systems, telecommunication systems, web design, object oriented programming, supply chain management, and artificial intelligence systems. Upon graduation, students receive a certificate of completion of SAP courses. The M.S.-M.I.T. Program may be completed in two years full or part-time, and all courses are offered in the evening.

#### Program Requirements (37-48 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students who received a degree in any subject within the last five years from an institution accredited by the North Central Association of Colleges and Schools (or some equivalent agency) may be exempt from courses in the mathematics and statistics core, or the basic computing core, through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempt by evaluation of transcripts and course materials. Students from nonaccredited programs may not be exempt from any credit hours in the mathematics and statistics core nor the basic computing core.

Students who received a degree in business within the last five years from an AACSB International accredited institution may also be exempted from courses in the basic

business core through written examination or evaluation of transcripts and course materials. A grade of B or higher must have been earned in any course to be exempt by evaluation of transcripts and course materials. Students from non-AACSB International programs may not exempt any credit hours in the basic business core.

A grade of C or higher must be attained in all courses in the program unless otherwise specified.

### Prerequisites Courses

**Note** | hours are based on student background

- BUSB-A 503 Statistical Applications
- BUSB-A 511 Mathematical Tools in Business
- BUSB-K 501 Computer Skills for Management (1 cr.)
- CSCI-A 505 Object-Oriented Programming (4 cr.)

**Note** | If the student has taken an equivalent course from an accredited program within the last five years or passes the placement examination, the prerequisite will not have to be taken. However, BUSB-A 503 Statistical Applications may not be exempted.

### Foundation Courses (19 cr.)

- BUSB-A 504 Management Information Systems
- CSCI-A 510 Database Management Systems
- CSCI-A 515 Telecommunications and Computer Networking (4 cr.)
- BUSB-F 523 Managerial Decision-Making Models
- BUSB-K 507 Enterprise Resource Planning\*

**Select one elective from the following business courses:**

- BUSB-A 501 Survey of Financial Accounting and Reporting
- BUSB-A 514 Survey of Economics
- BUSB-B 502 Organizational Behavior I
- BUSB-C 502 Legal and Ethical Environment of Business
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management
- BUSB-D 503 Production Management

**Note** | Students must meet all prerequisites for any class before being able to take the class as an elective.

### M.S.-M.I.T. Core Courses (18 cr.)

- BUSB-K 505 Management of Information Technology Projects
- BUSB-K 510 Decision Support Systems
- BUSB-K 515 Electronic Commerce
- BUSB-K 520 Business Processes Reengineering Through Information Technology
- BUSB-K 585 Seminar in Management of Information Technologies

**Select one elective from the following courses:**

- BUSB-A 502 Managerial Price Theory
- BUSB-F 542 Strategic Financial Management
- BUSB-M 550 Consumer Insights
- BUSB-X 591 Graduate Internship in Business and Economics
- BUSB-X 592 Graduate Field Project in Business and Economics

- PSY-P 537 Program Evaluation
- 500-level computer science course
- Any M.B.A. Phase III course

**Note** | Students must meet all prerequisites for any class before being able to take the class as an elective.

## Business | Graduate Certificate

### Graduate Certificate in Business

This program is perfect for those with an undergraduate degree in a field other than business or for those who want to enhance their credentials; but do not wish to pursue a full master's degree. The GMAT is not required but an undergraduate GPA of 2.75 is. All five courses will apply towards the Master of Business Administration (MBA) if a student chooses to continue their studies.

### Program Requirements (15 cr.)

**Note** | A grade of "B" or higher must be earned in each course to count toward the certificate

**Select five classes from the following list of Phase 1 MBA courses:**

- BUSB-A 501 Survey of Financial Accounting and Reporting
- BUSB-A 503 Statistical Applications\*
- BUSB-A 511 Mathematical Tools in Business
- BUSB-A 514 Survey of Economics
- BUSB-B 502 Organizational Behavior I
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management\*

## School of Education

### School of Education

**Marvin Lynn, Ph.D. | Dean**

**Education and Arts Building 2221 | (574) 520-4546 | [education.iusb.edu](http://education.iusb.edu)**

#### Faculty

Professors | **Freitas, Lynn (Dean), Mettetal, Reck**  
 Associate Professors | **Alexander, Chang, K. Clark, Cress, Heck, Holm, Lewandowski, Linton, Okrah, Sage, Shepherd, R.L. Smith, B. Spitzer**  
 Assistant Professors | **Bakerson, H. Davis, Gressick, Hebert, Larrier, McGoron, B. Thomas, A. B. Watson**  
 Senior Lecturer | **D. Youngs**  
 Lecturers | **Bontrager, Bushong, Eggleston, Sullivan**  
 Visiting Lecturer | **Anderson**  
 Faculty Emeriti | **Bailey, Calvin, DuVall, Isaacson, L. James, Leggett, Parelius, Sheridan, Urbach**  
 Director of Student Services/Certification Officer | **Welch**  
 Undergraduate Academic Advisors | **Behrend-Nelson, D. Sanders**  
 Director of Field and Clinical Practice | **Young**  
 Director of the Child Development Center | **Wilham-Countway**  
 Director of the Center for Global Education | **Okrah**  
 Administrative Operations Manager | **Ogden**

#### Areas of Study

- Elementary Education
- Secondary Education
- Professional Educational Services
- Special Education
- Counseling and Human Services
- Educational Leadership

#### Course Descriptions

Education EDUC

#### Index

- Mission
- Welcome
- Admissions Policies and Procedures
- Admission to IU South Bend and the School of Education
- Admission from Other Schools within Indiana University as Well as Other Educational Institutions
- Admission to the Teacher Education Program
- Education Student Services
- Academic Advising and Program Planning
- Licensing
- Placement
- Office of Field Experience and Clinical Practice
- School of Education Policies
- E-Mail Communication
- Required Grades and Grade Point Average
- Repeating Courses Policy
- Praxis® Requirements
- Required Praxis I® Scores
- Praxis II® Secondary Majors
- Praxis II® Specialty Area Examination Requirements

- Limited Criminal History Check
- Issues Resolution
- Professional Conduct and Letters of Concern
- Plagiarism
- Transfer Credit
- Pass/Fail Option
- Probation, Dismissal, and Reinstatement | Before Admission to Teacher Education Program | After Admission to Teacher Education Program
- Applying for Graduation
- Accreditation, Standards, and Critical Checkpoints
- Accreditation
- Conceptual Framework
- Competent Professionals
- Ethical Dispositions
- Reflective Practice
- Commitment to Diversity
- Leadership
- Commitment to the Integration of Technology
- Standards
- Monitoring of Candidate Progress Toward Meeting Standards at Critical Checkpoints
- Checkpoint One | Admission to the Teacher Education Program (TEP) | Elementary Education Majors | Secondary Majors | Special Education Majors
- Checkpoint Two | Prior to Student Teaching
- Checkpoint Three | All Majors | At the End of Student Teaching, Prior to Licensure and Graduation
- Graduate Education

## Education | Information

### Mission

The School of Education prepares professionals to be leaders in and beyond P-12 classrooms. In our initial programs, future teachers become classroom leaders who are competent, ethical, reflective, and ready to promote learning for a diverse student population. In our advanced programs, teachers, counselors, and principals build on these classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings.

Welcome to IU South Bend and the School of Education. We are happy that you have joined us as a new candidate (our term for a student in the School of Education). Our programs are designed to meet the licensing requirements of the Indiana Department of Education and to be completed in four years with summer coursework. All of our programs require spending time during the day in school settings in area classrooms. Our culminating experience requires a full-time student teaching experience. Candidates' progress is monitored at three critical checkpoints during their programs. More information about these critical checkpoints is provided later in this section of the IU South Bend Bulletin.

## **IU South Bend offers degree programs leading to the following licenses:**

### **Elementary**

- Preparation to teach kindergarten through sixth grades utilizing developmental standards; early childhood and middle childhood or pedagogical/developmental standards for Elementary Education
- Grade Levels: K-6
- Content standards: elementary, primary generalist and elementary, intermediate generalist, or elementary generalist

### **Secondary**

- Preparation to teach grades 5-12
- Developmental standards: early adolescence/adolescent, young adult or Developmental / Pedagogical Standards— Secondary Education
- Grade Levels: 5-12
- Content standards: content area

### **Special Education: Mild Interventions**

- Preparation to teach either preschool through sixth grades or middle school/junior high/high school
- Developmental standards: early childhood and middle childhood or early adolescent and young adult or Developmental/Pedagogical Standards for P-12 All Grades
- Grade Levels: P-12
- Content standards: teacher of students with exceptional needs

### **Preschool**

- Preparation to teach preschool

### **English as a New Language**

- Preparation to teach students learning English as a new language
- Grade level: K-6 or 5-12
- Content standards: English as a new language or standards for English learners

Candidates who would like more information about IU South Bend's licensure programs contact the Office of Education Student Services located in Greenlawn Hall 120.

### **Fine Arts: Vocal and General Music or Fine Arts: Instrumental and General Music**

Preparation to teach vocal and general music or instrumental and general music is through the Ernestine M. Raclin School of the Arts and the School of Education. Students must meet with advisors from both academic divisions during their program.

- Grade Levels: P-12
- Content standards: fine arts vocal and general music or fine arts instrumental and general music

Candidates who would like more information about IU South Bend's licensure programs should contact the Office of Education Student Services located in Greenlawn Hall 120.

## **Admissions Policies and Procedures**

### **Admission to IU South Bend and the School of Education**

Individuals must first be admitted to IU South Bend to be eligible to register for classes. To learn more about admission requirements at IU South Bend visit the admissions website at [admissions.iusb.edu](http://admissions.iusb.edu), or contact the Office of Admissions. For questions regarding undergraduate degree programs or campus visitations, contact the Office of Admissions at (574) 520-4839. If you have a disability and need assistance, special arrangements can be made to accommodate most needs; contact Disability Support Services at (574) 520-4832.

Freshmen who apply to the School of Education must plan to attend a new student orientation to obtain information about policies and procedures and specific classes. Candidates admitted after new student orientation must schedule an appointment to meet individually with an academic advisor. In addition to the requirements outlined by the candidate's advisor, all freshmen must complete EDUC-F 100 Introduction to Teaching during one of their first two semesters in the School of Education.

### **Admission from Other Schools within Indiana University As Well As Other Educational Institutions**

Candidates, other than freshmen, registered in any other academic program of Indiana University or another educational institution, may apply for permission to transfer to the School of Education provided they are in good standing, have a minimum average of C (2.0 on a 4.0 scale), and have made arrangements to complete the specific courses required by the School of Education. All candidates are assessed according to the Unit Assessment System at three critical checkpoints.

### **Admission to the Teacher Education Program**

As candidates approach the end of their education foundations courses and Checkpoint One, they must file a separate form for admission to the Teacher Education Program (TEP). These forms will be distributed in EDUC-M 311 Methodology for Kindergarten/Elementary Teachers and EDUC-M 314 General Methods for Senior High–Junior High/Middle School Teachers and EDUC-M 310 General Methods for special education majors. by the Office of Education Student Services in Greenlawn Hall 120. In addition to the academic requirements described later in this section of the IU South Bend Bulletin, Checkpoint One assessments involve a review of various artifacts. These documents may be reviewed by faculty to determine if each candidate meets the standards necessary for admission into the Teacher Education Program. In order to be admitted to the Teacher Education Program at Checkpoint One, students must have a CGPA of 2.75.

## **Education Student Services**

### **Academic Advising and Program Planning**

Academic advising is available from the Office of Education Student Services in Greenlawn Hall 120. Many advising options are available to education majors. Advisors meet with students during scheduled walk-in times to address small issues. Individual appointments may be made with advisors for an individual program review, group sessions are held as scheduled, and many materials are available at [education.iusb.edu](http://education.iusb.edu), the School of Education website. Candidates are strongly

encouraged to meet with advisors frequently because degree programs are complex and subject to change. Entering candidates must attend a group or individual orientation session before they are allowed to register for classes. Candidates in another academic program who wish to seek teacher certification must meet with an advisor in Greenlawn.

### Licensing

Rules for Educator Preparation and Accountability (REPA) is Indiana's newest licensing system. REPA makes changes for how new educators will be prepared, and it also affects how currently licensed educators can renew, add to, and professionalize their license.

Students who complete all coursework prior to and all other licensing requirements prior to August 31, 2013, will be licensed under the previous rules known as Rules 2002. Students who complete courses or any licensing requirements at any point after August 31, 2013, will be required to meet requirements under REPA. The earliest a license can be renewed is 60 days prior to the license expiring. An expired license can be renewed at any time.

Starting May 2, 2011 there will be a new online licensing system called "License Verification and Information System" (LVIS). Instructions for completing an online application and payment beginning May 2 will be posted on the state's website at [www.doe.in.gov/educatorlicensing](http://www.doe.in.gov/educatorlicensing).

### Placement

Complete placement files are an essential part of any successful job search. Candidates are advised to complete their placement file during their senior year so the file is available upon request at graduation.

Personnel in the Office of Education Student Services advise candidates concerning subject areas and concentrations most in demand by employers and serve as contact persons for employers, candidates, and alumni seeking positions in education. There is no charge for compiling, registering, or updating credentials.

Interviews with employers are arranged at IU South Bend each spring. Local school corporations within a 60-mile radius are invited to interview with graduating seniors and certification students. IU South Bend candidates may also participate in interviews at the Bloomington campus with school corporations from all over the country.

The Office of Education Student Services posts listings of job vacancies on the job board. Candidates are also eligible to receive a weekly national listing compiled by the Bloomington campus. Candidates may be contracted by the office about vacancies. Education candidates are encouraged to seek placement information and service from the IU South Bend Office of Career Services, located in the Administration Building.

### Office of Field Experience and Clinical Practice

Candidates complete a variety of field and clinical experiences as part of their required courses. These experiences require candidates to spend time in a variety of settings that serve diverse students and students with exceptionalities. All placements are made by the director of field and clinical practice in consultation with area schools. The director's first priority is to obtain the best placements with master teachers. For some placements,

candidates are given the opportunity to state preferences for placements although preferred locations cannot be guaranteed. Appointments can be made to meet with the director by visiting Greenlawn Hall 101.

## Education | Policies

### School of Education Policies

#### E-mail Communication

Electronic mail (e-mail) is the official means of communication with candidates at IU South Bend. A candidate's failure to receive or read official university communications sent to the candidate's official e-mail address does not absolve the candidate from knowing and complying with the content of the official communication. It is recommended that candidates check e-mail messages at least once daily. The university provides a simple mechanism for candidates to forward e-mail from the official university e-mail address to another e-mail address of the candidate's choice. However, candidates who choose to have e-mail forwarded to another e-mail address do so at their own risk.

#### Required Grades and Grade Point Average

In order to be a candidate in good standing at IU South Bend, candidates must earn a cumulative grade point average of 2.0. However, to be admitted into the Teacher Education Program candidates must have a cumulative grade point average of 2.75 and earn a C or higher in every required course. If a candidate earns a grade of C- or lower in a required course, the course must be retaken until a grade of C is earned. Candidates must also have a grade point average of 2.5 in their content courses. For example, if a candidate is earning a license in physics, the overall grade point average for all physics courses must be at least a 2.5.

#### Repeating Courses Policy

The following policy applies to students who enter the School of Education in fall 2011 or later.

If an undergraduate student withdraws after (4) four weeks, or receives a final grade below a "C" in an education course (i.e. any EDUC prefix), the student will be allowed to subsequently enroll in the course only one more time within 36 months of the "W" grade appearing on the transcript.

#### Praxis® Requirements

##### Required Praxis I® Scores

Board approved licensing assessment changes for Praxis I® alternatives (effective May 10, 2011). For more information on these changes, visit the website at <http://www.doe.in.gov/improvement/educator-effectiveness/teacher-testing>.

Visit the Educational Testing Service (ETS) website at [www.ets.org/praxis](http://www.ets.org/praxis) to view specific dates of the Praxis I® and registration deadlines. The registration deadline for the examination is usually four to five weeks in advance of the test. It can take up to six weeks for test results to be posted; candidates must plan ahead to meet deadlines.

Beginning May 2011, alternate assessments will be accepted in place of the Praxis I® scores listed below. Students should check with the Office of Education

Student Services for information about other acceptable assessments.

### Praxis I® Passing Scores

Mathematics | 175 or above

Reading | 176 or above

Writing | 172 or above

The Praxis I® or alternate assessments listed below must be taken and passed before candidates may register for EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience and EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience.

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;
- SAT with a score of at least 1100 based on Critical Reading and Math;
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;
- GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11; or
- Praxis I composite score of at least 527 based on Reading, Writing, and Math.

**Note** | ACT, SAT, and GRE scores do not include writing. Anyone with a Master's Degree or higher from a regionally accredited institution is exempt from this requirement.

### Praxis II® Secondary Majors

Secondary majors must submit passing scores on Praxis II® examinations before they are allowed to pass Checkpoint Two and begin their student teaching experience.

Some of the required Praxis II® examinations and required cut scores will change as of September 1, 2011. In addition, many PRAXIS II exams will be replaced by new PEARSON exams by September 2013. Students should check with the Office of Education Student Services for information about other acceptable assessments and new cut scores.

### Praxis II® Specialty Area Examination Requirements

Tests listed are required as of September 1, 2012. Tests will change as of September 2013. Some tests in this list may be taken in other formats. Check with your advisor to be sure you register for the correct test.

- **Chemistry Licensure** | Chemistry: Content Knowledge (test code 0245)
- **Earth and Space Science Licensure** | Earth and Space: Content Knowledge (test code 0571)
- **English to Speakers of Other Languages** | English to Speakers of Other Languages (test code 0361)
- **French Licensure** | French: World Language (computer test code 5174)
- **German Licensure** | German: World Language (computer test code 5183)
- **Language Arts Licensure** | English Language, Literature, and Composition: Content Knowledge (test code 0041)
- **Life Science Licensure** | Biology: Content Knowledge (test code 0235)
- **Math Licensure** | Mathematics: Content Knowledge (test code 0061)

- **Music** | Music: Content Knowledge (computer test code 5113) or Content Knowledge (paper test code 0113)
- **Physical Science Licensure** | Physics: Content Knowledge (test code 0265) and Chemistry: Content Knowledge (test code 0245)
- **Physics Licensure** | Physics: Content Knowledge (test code 0265)
- **Pre-Kindergarten Education** | Pre-Kindergarten Education (computer test code 5531)
- **Social Studies Licensure** | Students should check with the Education Student Services Office for current information about PRAXIS II requirements for a social studies license.
- **Spanish Licensure** | Spanish: World Language (computer test code 5195)

### Praxis II®—Elementary and Mild Interventions

To complete requirements for Checkpoint Three and certification requirements for the state of Indiana, elementary majors and candidates completing requirements for the mild interventions certification must earn passing scores on the appropriate Praxis II® examinations. Candidates must submit their Praxis II® score report with passing scores before they can be recommended for licensure and graduation.

#### Elementary Generalist: Primary and Elementary Generalist: Intermediate

Students should check with the Education Student Services Office for current information about PRAXIS II requirements for an elementary license.

### Praxis II®—Special Education Mild Interventions

Special Education: Core Knowledge and Mild to Moderate Application (Computer) (Test Code 5543)

### Limited Criminal History Check

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Students may visit <http://www.in.gov/ai/appfiles/isp-lch/> to obtain a limited criminal history check from the Indiana State Police website. All searches conducted using this website's online service will be considered a completed request and are subject to associated fees regardless of whether or not a detailed record is found. A response of No Records Found is an official search result. Follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching.

According to the new IU Child Protection Policy, students participating in other IU sponsored projects involving work with children and youth under the age of 18 may need to have a more extensive background check. Any questions should be directed to the Director of Field and Clinical Practice.

### Issues Resolutions

Issues Resolutions is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or

instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

### Professional Conduct and Letters of Concern

In addition to academic performance, IU South Bend's teacher certification candidates are evaluated on the basis of their professional conduct, dispositions, and teaching performance. It is particularly important that IU South Bend education candidates demonstrate professional behavior and dispositions in host schools since they represent the university. Improper conduct on their part can adversely affect the lives of children. Unsatisfactory professional conduct or performance on the part of an IU South Bend education candidate, whether on campus or in host schools, may result in that candidate's separation from the Teacher Education Program.

The process by which unprofessional performance or concerns regarding dispositions is documented is the Letter of Concern. The letter may be used by any professional connected with the Teacher Education Program to identify a candidate in the program whose professional performance or approach is questionable.

Because grades reflect the candidate's academic performance, this letter is not used to report academic problems. Rather, it is used when there is a strong concern about a candidate's ability to become a professional educator. For example, a candidate may exhibit a genuine dislike for children, frequently miss class or be tardy, or have behaviors that would seem inconsistent with the requirements of the education profession.

### Plagiarism

Plagiarism is a serious infraction. All procedures in the Code of Student Rights, Responsibilities, and Conduct are followed in all cases of plagiarism.

Plagiarism and academic misconduct include, but are not limited to, the following:

1. Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
2. Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
3. Using someone else's ideas without giving credit to the source.
4. Submitting a professionally prepared research paper as one's own work.
5. Submitting work that resulted from an unauthorized collaborative effort as individual work.

6. Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
7. Offering material assembled or collected by others as one's own project or collection.
8. Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
9. Documenting a source inaccurately.

Visit the following links for additional information | [sites.google.com/a/umail.iu.edu/plagiarism-tutorial/](https://sites.google.com/a/umail.iu.edu/plagiarism-tutorial/) or [judicial.iusb.edu](http://judicial.iusb.edu)

The intent of this system is to add professional judgment to the teacher education process. When a Letter of Concern is filed, the candidate, the dean, and the advising office receive copies. Confirmation of this notification is sent to the person who filed the Letter of Concern. Except in very serious situations, two Letters of Concern must be received before a candidate's case is reviewed by the dean, an advisor, and a faculty member. It is assumed corrective action will be taken and candidate performance will be monitored. However, such a review can result in termination of the candidate's involvement in the program.

### Transfer Credit

Candidates transferring from other degree programs and/or schools must meet with an advisor who determines whether prior courses meet the requirements of their desired degree program. Candidates who transfer may not be able to complete the degree program in the usual number of hours and semesters.

If candidates wish to complete courses at other institutions, they should obtain approval for these transfers prior to registering for the course. Advisors in the Office of Education Student Services can assist with this process.

### Pass/Fail Option

The university regulations for this option apply in the School of Education. A candidate may elect to receive a Pass/Fail rating in classes to fulfill general-education requirements, providing they are not in the major teaching areas or part of the requirements in professional education. The request for a Pass/Fail option must be completed during the first three weeks of fall and spring semesters, and during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible. The limitation on Pass/Fail options described on page 32 of this publication applies.

**Note** | Students should realize that an F in a credit-bearing course will be calculated in the GPA. Also, Pass/Fail courses do not count toward the required credit hours for the Dean's List. If a passing grade is earned through this option, a grade of P is posted to the transcript.

### Applying for Graduation

Resident candidates must file an application for graduation with the Office of Education Student Services. Deadline dates are as follows:

#### Graduation | Deadline | Tentative List Posted by

May | October 1 | February 15  
 August | October 1 | February 15  
 December | March 1 | September 15

Candidates completing work for degrees in the School of Education in absentia must notify the advising office of the School of Education at least two months prior to the time the degree is granted. Candidates not in the School of Education must obtain an application from the dean of the school in which they are enrolled. No education degrees are conferred, nor teaching licenses recommended, without the candidate's successful completion of all certification requirements, including satisfactory performance in student teaching and successfully completing Checkpoint Three.

## **Education | Accreditation, Standards, and Critical Checkpoints**

### **Accreditation, Standards, and Critical Checkpoints**

#### **Accreditation**

The School of Education was granted continuing accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2012.

#### **Conceptual Framework**

The members of the faculty and staff in the School of Education have a commitment to preparing future teachers who are classroom leaders. These teachers are competent professionals, display ethical dispositions, and engage in reflective practice. Further, we are committed to preparing educators who can teach learners from diverse backgrounds and who can use technology to enhance instruction and support student learning. These values are the foundation for the School of Education's conceptual framework, which serves as a guide for all program decisions. The following sections summarize the conceptual framework for the School of Education. The term candidate is used to refer to IU South Bend School of Education students. The term student(s) refers to children and youth in P–12 grade levels.

#### **Competent Professionals**

Graduates from IU South Bend education degree programs are well versed in the knowledge of the subject matter and how to teach that subject matter to diverse learners. Education candidates have extensive knowledge of learners, instructional pedagogy, diversity, and technology. IU South Bend education candidates know how to apply this knowledge in educational settings.

#### **Ethical Dispositions**

Graduates from IU South Bend teacher education programs are caring and ethical teachers able to support learning and development in all students. Education candidates must demonstrate their commitment to attaining excellence in teaching and learning. Through their performance in the university classroom and in the field, all education candidates demonstrate their ability to be collaborative, caring professionals dedicated to meeting the needs of diverse learners. A specific list of dispositions is included in our conceptual framework.

#### **Reflective Practice**

All candidates in the School of Education are reflective practitioners and decision makers able to analyze and grow from their individual professional experience throughout their careers. Education candidates develop

habits of reflection as they proceed through their teacher education programs.

#### **Commitment to Diversity**

Teachers prepared at IU South Bend are able to support learning for all students. Our graduates have the knowledge, disposition, and skills necessary to meet the needs of students in today's diverse classrooms.

#### **Leadership**

Leadership is the newest theme in our conceptual framework. For candidates, leadership is demonstrated through attending class regularly, meeting deadlines, and being a reliable and respectful class participant. As candidates progress through the program, they begin to self-assess strengths and weaknesses in order to set goals for improvement. They take greater responsibility for student learning and incorporate instructive feedback into their field experience and class assignments. By the end of the program, they willingly collaborate with peers and professionals in the school setting with the realization that they can be models for students and other educators.

#### **Commitment to the Integration of Technology**

Teachers prepared at IU South Bend have the knowledge, dispositions, and skills necessary to effectively use technology to help all students learn. Education candidates are expected to incorporate technology throughout their coursework and clinical experiences in order to facilitate student learning.

#### **Standards**

Programs in the School of Education are aligned with a variety of national and state standards. Candidates must demonstrate that they have the knowledge, skills, and dispositions associated with appropriate standards related to their major.

#### **Monitoring of Candidate Progress toward Meeting Standards at Critical Checkpoints**

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R, or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course.

Additional information about required artifacts is given to candidates in classes taken at the three critical checkpoints, in group advising sessions, and when enrolled in EDUC-F 100 Introduction to Education. The three critical checkpoints are listed below.

### Checkpoint One—Admission into Teacher Education Program (TEP)

Candidates are administratively enrolled in a pseudo course when they are enrolled in one of the following classes:

- EDUC-M 310 General Methods
- EDUC-M 311 Methodology for Kindergarten/Elementary Teachers
- EDUC-M 314 General Methods for Senior High–Junior High/Middle School Teachers

Candidates must complete specific courses according to major, pass all three sections of Praxis I® or meet minimum passing scores on alternate assessments, have a 2.75 CGPA, demonstrate professional dispositions as measured in the following classes:

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)

In addition, they must also submit other artifacts at this checkpoint. If candidates successfully complete the Checkpoint One requirements, they are admitted into the Teacher Education Program. Candidates who do not successfully complete Checkpoint One will be advised about a remedial plan.

All required courses must be completed with grades of C or better in order to be admitted to the Teacher Education Program. Courses vary according to major.

### Admission to TEP: Elementary Education Majors

Elementary education majors must complete the following foundations courses prior to admission to the TEP and prior to taking other foundations courses. Candidates must also pass all sections of Praxis I®.

Completion of the following courses with a grade of C or higher:

- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-P 250 General Educational Psychology
- EDUC-Q 200 Introduction to Scientific Inquiry
- EDUC-W 200 Using Computers in Education

After the above courses are completed and passing Praxis I® scores are submitted, elementary majors must complete these additional foundations courses with a grade of C or better in order to be admitted into the TEP.

- EDUC-H 340 Education and American Culture
- EDUC-M 311 Methodology for Kindergarten/Elementary Teachers
- EDUC-R 301 Audiovisual-Production of Materials
- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- EDUC-W 310 Integrating Technology K-12

Elementary education majors must also complete the following courses and earn a grade of C or better prior to admission into the TEP. These do not need to be taken in any particular order except if prerequisites are required.

- BIOL-T 100 Biology for Elementary Teachers
- ENG-G 205 Introduction to the English Language
- ENG-W 131 Elementary Composition 1
- MATH-T 101 Mathematics for Elementary Teachers 1
- MATH-T 102 Mathematics for Elementary Teachers 2

### Admission to TEP: Secondary Majors

Secondary education majors must complete the following foundations courses prior to admission to the Teacher Education Program and prior to taking other foundations courses. Candidates must also pass all sections of Praxis I®.

Completion of the following courses with a grade of C or higher:

- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education

After the above courses are completed and passing Praxis I® scores are submitted or meet minimum passing scores on alternate assessments, secondary majors must complete these additional foundations courses with a grade of C or better in order to be admitted into the TEP.

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- EDUC-H 340 Education and American Culture
- EDUC-M 310 General Methods
- EDUC-M 314 General Methods for Senior High–Junior High/Middle School Teachers
- EDUC-W 310 Integrating Technology K-12

### Admission to TEP: Special Education Majors

Special education majors must complete the following foundation courses prior to admission to the TEP and prior to taking other foundations courses. Candidates must also pass all sections of PRAXIS I, or meet minimum passing scores on alternative assessments.

Complete of the following Foundation I courses with a grade of C or higher:

- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-P 250 General Educational Psychology
- EDUC-Q 200 Introduction to Scientific Inquiry
- EDUC-W 200 Using Computers in Education (can take section for elementary or secondary education)

After completing the Foundations I courses and submitting PRAXIS I or alternative assessment scores, special education majors must complete Foundations II courses with a grade of C or better before enrolling in Block courses.

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Laboratory Experience (1 cr.)
- EDUC-H 340 Education and American Culture
- EDUC-K 300 Developmental Characteristics of Exceptional Individuals

- EDUC-W 310 Integrating Technology K-12

### Checkpoint Two—Prior to Student Teaching

Elementary education majors: Candidates who are elementary majors are administratively enrolled in a pseudo course while taking Block III classes. They should take Block III classes the semester before student teaching. Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.

Special education majors: Candidates who are completing special education coursework will be administratively enrolled in a Checkpoint Two pseudo course during the semester they are enrolled in the following classes:

- EDUC-K 402 Internship in Instructional Techniques for the Mildly Disabled

Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.

Secondary education majors: Candidates who are secondary majors will be administratively enrolled in a Checkpoint Two pseudo course when they take any of the following classes:

- EDUC-M 441 Methods of Teaching Senior High–Junior High/Middle School Social Studies
- EDUC-M 445 Methods of Teaching Foreign Languages
- EDUC-M 446 Methods of Teaching Senior High–Junior High/Middle School Science
- EDUC-M 452 Methods of Teaching Senior High–Junior High/Middle School English
- EDUC-M 457 Methods of Teaching Senior High–Junior High/Middle School Mathematics

Secondary education majors must pass all Praxis II® examinations and complete all other Checkpoint Two requirements before they will be able to student teach. Candidates will be informed in Block II classes about the requirements for successful completion of Checkpoint Two.

### Checkpoint Three—All Majors—at the End of Student Teaching, Prior to Licensure and Graduation

All candidates are enrolled in a Checkpoint Three pseudo course during the student teaching semester. Candidates must successfully complete all Checkpoint Three requirements in order to graduate and be licensed.

## Education | Critical Checkpoints

### Critical Checkpoints for Candidates Seeking a Master of Science Degree and/or Initial Licensure

#### Checkpoint One—All Graduate Candidates

Entry into specific program. Candidates in all graduate programs must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads, and admission decisions are communicated to students.

#### Checkpoint Two—Elementary Candidates in Master of Science Degree Programs

- GPA check.

- EDUC-P 507 Assessment in Schools artifact/case study on assessing student learning. Analysis of student learning and reflection from entries.

#### Checkpoint Two—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Artifact of student learning from EDUC-P 507 Assessment in the Schools

#### Checkpoint Two—Secondary Education Candidates also Earning Initial License

In addition to the requirements listed above for secondary candidates in Master of Science degree programs, candidates must submit the following at the end of the semester they take their 400-level special methods class.

- A series of lesson plans, assessments, and other components as assigned in the 400-level special methods class
- Classroom management artifact
- Passing Praxis II® scores

#### Checkpoint Two—Special Education Candidates in Master of Science Degree Programs

- GPA check
- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

#### Checkpoint Two—Special Education Candidates also Earning Initial License

- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

#### Checkpoint Three—Elementary Candidates in Master of Science Degree Programs

- GPA check
- Classroom based entry with accompanying student work
- Final exit project from EDUC-E 591 Research Project in Elementary Education

#### Checkpoint Three—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Portfolio from EDUC-C 511 Capstone Seminar or EDUC-S 591 Research Project in Secondary Education

#### Checkpoint Three—Secondary Education Candidates also Earning Initial License

- In addition to the requirements listed above for Master of Science degree candidates in secondary

education earning an initial teaching license must also submit Student teaching evaluation forms

- Artifact from EDUC-M 420 Student Teaching Seminar: Understanding Schools

### **Checkpoint Three—Special Education Candidates in Master of Science Degree Programs**

- GPA check
- Final project from EDUC-Y 511 Action Research II: Independent Study

### **Checkpoint Three—Special Education Candidates also Earning Initial License**

- EDUC-K 588 Supervised Teaching in Special Education student teaching evaluation forms
- Praxis II® scores
- Special education portfolio

### **Monitoring student progress at critical checkpoints—T2T Elementary and Secondary**

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

### **Checkpoint One—Elementary and Secondary—Entry into Specific T2T Program**

Candidates must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads and admission decisions are communicated to students.

### **Checkpoint Two—Elementary Transition to Teaching—At End of Spring Semester Before Student Teaching the Following Fall Semester**

- GPA check
- Series of lesson plans and other artifacts from fall semester methods classes
- Final evaluations from field experience

### **Checkpoint Two—Secondary Transition to Teaching—At End of Fall Semester Before Student Teaching**

- GPA check
- Series of lesson plans and other artifacts from fall semester 400-level methods class
- Classroom management artifact

### **Checkpoint Three—Elementary Transition to Teaching—At End of Student Teaching**

- GPA check

- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® Scores

### **Checkpoint Three—Secondary Transition to Teaching—At End of Student Teaching**

- GPA check
- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® scores

## **Education | Probation, Dismissal, Reinstatement Before Admission Probation, Dismissal, and Reinstatement |**

### **Before Admission to Teacher Education Program**

Candidates may be placed on probation or be dismissed at any point in the program when the academic criteria for education candidates and for continuing in the Teacher Education Program as outlined in the following sections are not met. Candidates may also be dismissed if the required artifacts are not submitted or if the artifacts provide evidence that candidates are not meeting standards nor making progress toward meeting standards.

### **Probation and Dismissal**

#### **Satisfactory Academic Progress**

A student whose cumulative grade point average (CGPA) is 2.0 or higher is considered to be making satisfactory academic progress at IU South Bend.

#### **Probation**

A student who has completed one or more IU South Bend GPA hours and has a CGPA below 2.0 is placed on probation. A probationary student remains on probation until the CGPA reaches 2.0 or higher.

#### **Probation with Impact**

A student who is on probation and fails to achieve a semester (fall, spring, or combined summer sessions) GPA of at least 2.0 will be placed on probation with impact. Academic units may impose additional enrollment restrictions on such students (e.g. limited to half-time enrollment).

#### **Dismissal**

A student who is on probation with impact and fails to achieve a semester (fall, spring, or combined summer sessions) GPA of at least 2.0 will be dismissed from the university. Students who are dismissed for the first time cannot enroll until one regular (fall or spring) semester has elapsed and must petition by the established deadline to be reinstated. Students who are dismissed multiple times must remain out of the university for at least two regular semesters and must petition by the established deadline to be reinstated.

#### **Reinstatement**

Reinstatement will be the decision of the academic unit to which the student petitions. A student who is reinstated will be on probation with impact until the CGPA reaches 2.0 or higher.

### Appeal and Readmission

A candidate may follow the issues resolution process to be readmitted to the School of Education. Once dismissed, the candidate must wait for at least one fall or one spring semester before applying for readmission. The deadlines for submitting the Issues Resolution form to the Office of Education Student Services are as follows:

#### Semester | Date

Spring | October 1

Fall | June 1

Summer | March 1

If the candidate is readmitted to the School of Education, an academic contract with the academic advisor must be signed. If the candidate does not meet the terms of the contract, dismissal from the School of Education will result.

## Education | Probation, Dismissal, Reinstatement After Admission

### Probation, Dismissal, and Reinstatement |

#### After Admission to Teacher Education Program

#### Probation and Dismissal

Candidates admitted to the Teacher Education Program (TEP) are on probation for the duration of the next regular semester or summer session following the one in which they fail to attain a 2.75 CGPA. Candidates then need to obtain at least a 2.5 semester GPA the following semester, or risk dismissal from the school. If the CGPA is below 2.75 for two successive semesters, candidates are required to make an appointment with their academic advisor to sign an academic contract. They are also placed on checklist and require the academic advisor's approval for registration in all classes. They are not allowed to preregister for any classes. If candidates do not meet the terms of the academic contract, they are dismissed from the School of Education.

In the case of serious illness or other extenuating circumstances, candidates are allowed to present pertinent information to the Office of Education Student Services and/or the dean of the School of Education. The above regulations may then be waived if conditions warrant.

#### Appeal and Readmission

Candidates may petition for readmission to the school by using the Issues Resolution form. Once dismissed, the candidate must wait for at least one fall or one spring semester before applying to the Curriculum and Standards Committee of the School of Education for readmission. Deadlines for submitting the petition form to the Office of Education Student Services for the Curriculum and Standards Committee are:

#### Semester | Date

Spring | October 1

Fall | June 1

Summer | March 1

Candidates dismissed from the Teacher Education Program, but are still in good standing with the university, may transfer to another academic program. They may not resume preeducation major status.

## Education | Student Teaching Policies

### Student Teaching Policies, Application Process, Removal from Student Teaching

#### Application for Student Teaching Placement

#### Student Teaching Eligibility Requirements

Check the School of Education website for the current eligibility policy.

Prior to beginning student teaching and practica, undergraduate and graduate certification candidates must:

1. Be admitted to the Teacher Education Program (TEP) at Checkpoint One and successfully complete all requirements for Checkpoint Two. For secondary majors this includes submitting passing scores on Praxis II® examinations along with other requirements.
  2. Undergraduate students must complete all required courses for their specific degree program with grades posted on the transcript which meet the following standards:
    - A minimum overall GPA of 2.75
    - A minimum GPA in professional education courses of 2.5 with no grade in these courses less than C (2.0).
- Graduate students must complete all courses required for licensure and meet a and b above.
3. Meet the following requirements for specific degree program or major areas:
    - Elementary education candidates must achieve a minimum GPA of 2.0 in each of the following general-education areas: fine arts, language arts, mathematics, science, and social studies. In addition, candidates must obtain a grade of C (2.0) or better in all required courses.
    - Secondary education majors and secondary graduate certification candidates must attain a minimum overall GPA of 2.75 in education and content courses with all grades of at least a C (2.0).
  4. Resolve all courses with I (Incomplete) prior to beginning the student teaching experience. Course grades must meet the above standards.

5. Complete all correspondence courses with grades posted to the transcript prior to beginning the candidate's student teaching experience. Correspondence courses must be completed by the last week of July if candidates applied to student teach in the fall semester and by the last week in November if candidates applied to student teach in the spring semeste.

6. Attend an informational session explaining eligibility requirements and the application process for student teaching and practica. Notification of these sessions is made via e-mail to candidates.

7. Submit, after attending one of the informational sessions, a student teaching application packet to the director of student teaching and clinical practice. This packet must be submitted by the deadline posted on the student teaching bulletin board in the south hall of Greenlawn Hall. This deadline is in early December of the

academic year prior to the student teaching semester. For example, candidates planning to student teach during the fall 2013 or spring 2014 semester must submit applications by the end of the fall 2012 semester. Late applications are considered on a case-by-case basis if accompanied by a letter of explanation; however, student teaching placements are not guaranteed for late applicants. Applications are only valid for the academic year listed on the application. If a student teaching experience must be postponed beyond that academic year, a new set of application materials will be required.

8. Provide with the application, the names of two IU South Bend full-time faculty, at least one of whom is from the School of Education, who can be contacted for recommendations. Prior to requesting student teaching placements, a list of candidates applying to student teach is circulated to the faculty for review. Positive evaluations are required for placement.

9. Candidates must provide evidence of successful completion of a certified course in first aid and in CPR. See departmental guidelines for each area.

10. Attend a student teaching orientation session within the last week of July or first two weeks of August for fall student teachers and within the first two weeks of December for spring student teachers. Candidates are notified by letter of these scheduled sessions.

11. Meet with academic advisors to be sure all course requirements are completed prior to student teaching. If it is determined that a candidate has not met degree program requirements, the candidate may be removed at any time from the student teaching or practicum experience. A student teaching placement is not a guarantee that requirements have been met, nor is the process of determining eligibility to be considered a substitute for meeting with an advisor. Candidates found ineligible for student teaching or practicum because they did not meet the above criteria may appeal these decisions in writing directly to the dean of the School of Education.

12. Candidates are allowed to state preferences for student teaching placements, but the first priority is to place according to availability of qualified classroom supervising teachers. The following restrictions apply to student teaching placements. Candidates may not student teach at schools (and in some instances in school corporations):

- beyond a 20 mile radius of IU South Bend.
- where they have been employed; however, candidates may student teach where they have been substitute teachers.
- where they have been school board members or are related to a school board member.
- out-of-state, except in certain school districts in southern Michigan which have a contractual agreement with Indiana University.
- attended by their children or where a relative is employed. If a relative is employed in a central administrative position, candidates may not be allowed to student teach in the school corporation.
- where they have attended as a student.

It is the candidate's responsibility to complete forms accurately. If it is discovered that a candidate did not

provide accurate information and is placed in a school where one of the above limitations applies, the individual may be removed from the student teaching assignment.

To ensure that the student teaching office has accurate information, candidates must notify the director of student teaching and clinical practice via e-mail if any changes (name, address, phone number, etc.) occur between the time of application and the start of student teaching.

### **Removal from Student Teaching, Practicum Experiences, and Internships**

In conjunction with the supervising classroom teacher and university supervisor, the director of student teaching and clinical practice determines if a candidate should be removed from a student teaching placement. The director of student teaching and clinical practice notifies the candidate, school, and school corporation. When a student teacher is removed from a placement, the reasons are explained to the candidate. If the candidate wishes to attempt a second placement, the candidate is required to develop and satisfactorily complete a professional improvement plan before he or she is assigned a second placement. The professional improvement plan is a written document created collaboratively between the student teacher and the director of student teaching and clinical practice. The department head is involved as needed and must sign the plan. The director of student teaching and clinical practice may enlist the assistance of the department head, dean, or a designee in determining if the student teacher's progress is satisfactory and warrants a second placement. Written professional development plans must adequately address all areas of concern and be aligned with current standards aligned with licensure areas. The director of student teaching and clinical practice determines if the candidate is to receive an Incomplete or Fail for the semester according to grading policies, or if the candidate is to withdraw from the course.

Candidates are only provided two opportunities for successful placements. The second placement is in the next spring or fall semester following the semester in which the candidate is withdrawn from the first placement.

## **Education | Graduate Degrees Information**

### **Graduate Degrees | School of Education**

#### **Welcome**

Welcome to IU South Bend and the School of Education's graduate programs. We are happy that you are applying for a graduate program or have already been accepted into one. We look forward to your joining us as a new candidate (our term for a student in the School of Education). All graduate degrees require at least 36 credit hours of coursework.

#### **Admission to IU South Bend Graduate Programs**

Admission to specific programs may require additional steps and requirements, as described in the program-specific information below. Contact the Office of Education Student Services at (574) 520-4845 for program-specific requirements.

#### **International Admission**

International candidates wishing to enroll must submit the international student admission materials and the IU South

Bend Master of Science in Education degree application to the IU South Bend Office of International Student Services. This must be done before being considered for admission to a graduate program. Admission decisions will be made by the department head of the appropriate program for full admittance. It is suggested that candidates speak with an education academic advisor as part of the preapplication process. All candidates must present evidence of proficiency in English, if their native language is not English. Applicants must score 550 or above on the Test of English as a Foreign Language (TOEFL) before they are eligible for unconditional admission.

### **Obtaining Teacher Certification in Elementary or Secondary Education, without Admission to Master of Science Degree Program Teacher Licensing Procedures**

Individuals holding an Indiana license (in-state) who wish to add to that license or who have never held certification (licensure) may request an official evaluation from the IU South Bend Office of Education Student Services.

Once the evaluation is complete it is returned to the applicant. If there are any questions regarding the evaluation, an appointment can be made with a graduate advisor from the Office of Education Student Services. All of the above information is reviewed by the Office of Education Student Services and an appropriate licensure program is developed with the student.

Program changes may occur, as mandated by the Indiana Department of Education Office of Educator Licensing and Development. Students are advised to confer with the advisors in the Office of Education Student Services concerning educational requirements on a regular basis. Current program information is available on the School of Education website.

### **Admission to School of Education Degree Programs**

The School of Education follows the IU South Bend graduate admissions guidelines. Therefore, to be admitted to graduate degree programs in the School of Education, applicants must hold a degree from a regionally accredited institution and meet all other admissions standards for the specific degree of interest.

For candidates pursuing a Master of Science in Education, (elementary, secondary and special education), we will only accept complete graduate admission packets and students will be admitted in cohort groups. For more information contact the Office of Education Student Services at (574) 520-4845.

### **The GRE® revised General Test**

The GRE® revised General Test replaced the GRE General Test in August 2011. There were changes to the test content and design. The score scale for verbal reasoning measures changed to a new 130-170 score scale, in 1-point increments (versus 200-800 in 10-point increments on the current test). Analytical writing scores will continue to be reported on the same 0-6 score scale, in half-point increments. Visit [www.ets.org/gre/revisedtest](http://www.ets.org/gre/revisedtest) to learn more about the GRE® revised General Test. Applicants who are required to take the GRE must earn a verbal score of 150 and a writing score of 3.5; they do not need to take the quantitative reasoning section of the GRE.

### **Elementary | Admission Procedures**

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
- Provide three letters of recommendation.
- Submit a personal statement (one to two pages, single-spaced, 12 point font) which includes the following:
  - why you are applying
  - what makes an effective teacher
  - what skills you need to become an effective teacher
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative grade point average (CGPA) in a degree program from a regionally accredited institution.

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

- Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

### **Secondary | Admission Procedures**

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
- Provide three letters of recommendation.
- Submit a personal statement which includes
  - why you are applying
  - what makes an effective teacher
  - what skills you need to become an effective teacher (one to two pages, single-spaced, 12 point font)
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission

requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

- Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

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### Professional Education Services

#### Special Education | Admission Procedures

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Submit a written statement of your teaching philosophy of educating students with special needs.
- Answer the following four questions (up to one type-written page per question).
  - How do you think children and youth learn?
  - What is the value and purpose of special education?
  - Describe your comfort level with technology. What types of technology do you use daily? When you have difficulty with technology, what do you do?
  - Discuss what is meant by: We believe in the value of learning for all students in collaboration with others.
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate

workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 150 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.

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### Counseling and Human Services | Admission Procedures

The Counseling and Human Services (CHS) Program admits students during the summer 1 session. The following are requirements for admission and must be completed by April 1:

- Application for Admission to Graduate Study (online through admissions office).
- An undergraduate degree from a regionally accredited university. Applicants may apply to the program prior to the completion of the undergraduate degree provided that the degree is earned by May of the admission year.
- GPA requirements

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 150 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission. Visit [www.ets.org/gre](http://www.ets.org/gre) for more information.

- Written personal statement

a. List and describe your work and volunteer experiences related to the field of counseling and human services.

b. List and describe education and training related to the field of counseling and human services beyond your formal coursework which you have attained as a result of participation in workshops, seminars, professional meetings, etc.

c. Why have you selected counseling and human services as a preferred area of study?

d. What characteristics do you have that you believe would make you a successful counselor?

e. What additional information do you wish to bring to the awareness of the screening committee regarding your application?

- Official transcripts documenting all degrees earned or in progress, and any other academic work.
- Three letters of recommendation.
- An interview with resident faculty member scheduled in April. Submission of all required application materials is required to schedule an interview.
- Selection by faculty to be part of a cohort of 24 students selected in April of each year.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.

- Complete an interview with program faculty.
- Must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.
- Complete an interview with department head.

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### **Educational Leadership | General Requirements (for all applicants)**

- An Indiana teaching license
- Three years teaching experience (prior to applying for licensure)

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### **Admission Procedures for Individuals with a Master's Degree**

- Complete the IU South Bend graduate online application or the Data Sheet from the Office of Education Student Services)
- Provide official transcripts from master's program
- Must obtain a recommendation from their corporation superintendent
- Complete an interview with program coordinator
- If you did not receive your master's degree from IU South Bend you will be required to pay an application fee

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### **Admission Procedures for Individuals without a Master's Degree**

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Personal statement.
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

## Elementary Education | Index

### Elementary Education

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**Education and Arts Building 2262 | (574) 520-4132 |**  
[education.iusb.edu](http://education.iusb.edu)

#### About the Elementary Education Degree Program

The Elementary Education degree program covers early childhood and middle childhood developmental levels. Graduates are licensed to teach in elementary, primary, and intermediate settings.

#### Master of Science in Education Students

Graduate students may complete a Master of Science in Education, Elementary. Students complete at least 36 hours of coursework for this degree. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All students complete a research project during the last two semesters of their graduate program.

#### Graduate Degrees Offered

##### New Master of Science (M.S.) in Education, Elementary will be available in Summer 2014

- M.S. in Education, Elementary with a Literacy Focus
- M.S. in Education, Elementary with an Early Childhood Education Concentration
- M.S. in Education, Elementary with English as a New Language Certification
- M.S. in Education, Elementary with Building Administrator Certification

#### Undergraduate Degree Offered

- B.S. in Education, Elementary Education | 4-Year Degree Plan (Sample)

#### Elementary Education | B.S. Bachelor of Science (B.S.) in Education | Elementary Education

##### 4-Year Degree Plan (Sample)

Students must meet with an academic advisor to determine current requirements for all degree programs in the School of Education.

#### Program Requirements

The degree program has several distinct elements:

- A recommended sequence of general-education courses
- A professional education component
- Student teaching or other supervised practicum experience
- Elementary and special education majors will also be required to have either a minor, concentration, or attain dual licensure

#### General Education

General education refers to courses and other experiences that lay the foundation for IU South Bend's Teacher Education Program. There is a focus on building skills in written and oral communication, information technology, inquiry, science, literature, quantitative reasoning, and both global and democratic perspectives.

The general-education requirements for elementary education and early childhood education define the strong generalist preparation that is imperative for elementary teachers at the primary and middle childhood levels.

Candidates are encouraged to complete a program of general education by enrolling in courses designated for education majors whenever they are available. In particular, candidates are urged to follow the general-education template for the first 30 credit hours of their degree program. The sequence has been planned to provide the strongest foundation in learning and to build the most powerful connections between the content of the individual courses.

#### Professional Education

The professional education component of the Teacher Education Program develops the knowledge, dispositions, and skills required for entry to the teaching profession. Some courses focus on knowledge, dispositions, and skills that underlie all teacher education regardless of the developmental focus. Other courses and field experiences focus on what it takes to promote effective teaching and learning at a particular developmental level or in a particular school setting. At IU South Bend, the professional education component (72 credit hours) is not a collection of isolated courses, but rather a carefully articulated program of study. Courses are taken in a prescribed order. Some must be taken in blocks, which is a sequence of coursework.

#### Student Teaching

The student teaching and the accompanying integrated seminar represent the culminating experience in the Teacher Education Program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers. Students student teach for 12 to 16 weeks depending on their major. Placements are made by the Director of Field and Clinical Practice.

#### Elementary Minors, Concentrations, and Dual Licensure

Currently, elementary majors who will be licensed under the new REPA guidelines (spring 2013) will add either concentrations, a minor or prepare for dual licensure. Check with the Office of Education Student Services for specific information. Elementary education majors may also complete the requirements for licenses in English as a new language, mild interventions (special education), and preschool.

#### Elementary Education-Early Childhood | M.S. Master of Science in Education, Elementary

##### with an Early Childhood Education Concentration

##### About the Early Childhood Concentration

Upon completion of this degree students can add prekindergarten to their existing license with appropriate internship in a prekindergarten classroom during EDUC-E 509 Internship in Early Childhood.

#### Program Requirements

All courses are 3 credit hours, unless otherwise designated.

- EDUC-E 506 Curriculum in Early Childhood
- EDUC-E 591 Research Project in Elementary Education
- EDUC-H 520 Education and Social Issues
- EDUC-K 505 Introductory Special Education for Graduate Students (if no undergraduate equivalent has been taken)
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 515 Child Development

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### **Courses for Concentration in Early Childhood Education**

- EDUC-E 505 Organization and Administration of Early Childhood Programs
- EDUC-E 507 Evaluation of Classroom Behavior
- EDUC-E 508 Seminar in Early Childhood
- EDUC-E 509 Internship in Early Childhood
- EDUC-E 524 Workshop in Early Childhood Education
- EDUC-L 559 Trade Books in Elementary Classrooms

### **Elementary Education-English as a New Language | M.S.**

#### **Master of Science (M.S.) in Education, Elementary**

#### **with an English as a New Language Certification (Early Childhood/Middle Childhood)**

#### **About the Elementary Education Degree Program**

The Elementary Education degree program covers early childhood and middle childhood developmental levels. Graduates are licensed to teach in elementary, primary, and intermediate settings.

#### **Master of Science in Education Students**

Graduate students may complete a Master of Science in Education, Elementary. Students complete at least 36 hours of coursework for this degree. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All students complete a research project during the last two semesters of their graduate program.

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### **Master of Science in Education, Elementary with an English as a New Language Certification (Early Childhood/Middle Childhood)**

#### **Program Requirements (36-39 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- EDUC-E 535 Elementary School Curriculum
- EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School
- EDUC-E 591 Research Project in Elementary Education
- EDUC-H 520 Education and Social Issues
- EDUC-K 505 Introductory Special Education for Graduate Students (not required if equivalent undergraduate course EDUC-K 205 Introduction to Exceptional Children or EDUC-K 305 Teaching Exceptional Learners—Elementary School was taken within the last eight years)

- EDUC-L 536 Methods and Materials for Teaching English as a New Language
- EDUC-L 559 Trade Books in Elementary Classrooms
- EDUC-M 401 Laboratory/Field Experience (0 cr.)
- EDUC-M 550 Practicum
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 515 Child Development
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

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### **Elementary Education-Literacy | M.S. Master of Science (M.S.) in Education, Elementary**

#### **with a Literacy Focus**

#### **Program Requirements (36-39 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- EDUC-E 535 Elementary School Curriculum
- EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School
- EDUC-E 591 Research Project in Elementary Education
- EDUC-H 520 Education and Social Issues
- EDUC-K 505 Introductory Special Education for Graduate Students (if no undergraduate equivalent has been taken)
- EDUC-L 559 Trade Books in Elementary Classrooms
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 515 Child Development
- EDUC-X 501 Critical Reading in the Content Areas
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 Practicum in Reading

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### **Elementary Education-Building Administrator | M.S. Master of Science (M.S.) in Education, Elementary**

#### **with Building Administrator Certification**

#### **Degree Requirements (42 cr.)**

#### **Program Requirements (15 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**Note** | The following must be completed before beginning cohort courses.

- EDUC-E 535 Elementary School Curriculum
- EDUC-H 520 Education and Social Issues
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 515 Child Development

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### **Educational Leadership Cohort Classes (27 cr.)**

**Note** | Cohort requires separate admissions application and a cumulative GPA of 3.0.

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)
- EDUC-A 510 School Community Relations
- EDUC-A 590 Independent Study in Educational Leadership  
VT: Research and Portfolio in School Administration
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 630 Economic Dimensions of Education

## Professional Education Services | Index

### Professional Educational Services

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#### About Professional Education Services

Students seeking initial licensure at the graduate level in any area of special education must take and pass the Praxis I® Preprofessional Skills Test by the end of the first 6 credit hours of graduate coursework or submit evidence of an approved alternate assessment.

Students may only transfer 6 credit hours of coursework.

#### Special Education

This degree is for applicants already licensed in an area of Exceptional Needs who want to advance their knowledge in the field of special education.

Graduate students may complete a Master of Science in Education, Special Education degree. Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the coursework taken for licensure toward their graduate degree in special education. Students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the Master of Science in Education, Special Education Program. Students must have, and maintain, a 3.0 GPA while pursuing the degree.

#### Graduate Certification Students

Graduate students interested in completing a certification in mild interventions are advised on an individual basis. Students must complete an application for admission to the Graduate Certification Program in Mild Interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

#### Graduate Degrees Offered

##### Special Education |

- M.S. in Education, Special Education with a Major in Mild Interventions
- M.S. in Education, Special Education with a Major in Intense Interventions
- M.A.T. Special Education

#### Counseling and Human Services |

- M.S. in Education, Clinical Mental Health
- M.S. in Education, School Counseling
- M.S. in Education, Addictions Abuse

#### Undergraduate Degree Offered

- B.S. in Education, Special Education | 4-Year Degree Plan (Sample)

## **Special Education | B.S. Bachelor of Science (B.S.) in Education | Special Education**

### **4-Year Degree Plan (Sample)**

The IU South Bend School of Education offers a P-12 Bachelor of Science in Education with a major in Special Education in mild interventions. The special education program is designed to prepare teacher education candidates to work with students with special needs who participate in the general education setting and/or special education setting. The program emphasizes the knowledge, dispositions, and skills required of special education teachers, and incorporates the performance standards of the Council for Exceptional Children (CEC).

Elementary education and secondary education teacher candidates can simultaneously work toward special education licensure in developmental levels (K-6; 5-12 grades) by completing a series of courses in mild interventions.

The special education degree program has several distinct elements:

- A recommended sequence of general-education courses
- A professional education component
- Student teaching and other practicum experiences
- A concentration component

Special education teacher candidates who complete the mild interventions license should be well prepared to work with a variety of students with special needs.

### **Special Education Concentration**

Under REPA guidelines, special education candidates are expected to complete courses leading to a concentration. Currently, candidates can complete a concentration in Pre-School Education, History, Math Education, English, and Psychology. Check with the Office of Education Student Services for further information.

### **Praxis II—Special Education**

PRAXIS examinations may be replaced with other state-required examinations; students should check with their advisors before registering for any examination.

### **Praxis II—Special Education Mild Interventions**

Special education students will be required to take the state approved examination. See your advisor before registering for a PRAXIS or Pearson examination.

### **Indiana License Types and Coverage**

IU South Bend's Teacher Education Program at both the graduate and undergraduate levels was developed to meet the license framework adopted by the state. The new framework established requirements not in terms of courses to be taken, but rather in terms of the standards that degree program graduates are expected to meet. The license framework addresses the principles set forth by the accrediting bodies for each degree program, and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational grade levels;

- Preschool (P)

- Preschool-12 grade (P-12)
- Kindergarten-6 grade (K-6)
- 5-12 grades

## **Special Education | Graduate Licensure Special Education**

### **Graduate Licensure Students**

Students earning their first license in Exceptional Needs-Mild Interventions should apply for the Master of Arts in Teaching (M.A.T.) degree. Students must complete an application for admission to the graduate certification program in mild interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must maintain a 2.5 GPA while completing certification requirements.

## **Special Education, Intense Interventions | M.S. Master of Science (M.S.) in Education, Special Education |**

### **Intense Interventions**

The Master of Science (M.S.) in Education with a major in Special Education is designed for students (with a special education degree) seeking an advanced degree in special education in mild interventions (P-12) or intense interventions (P-12). The M.S. is designed to strengthen an individual's competencies in special education and prepare them for positions of leadership in area schools and agencies working with individuals with disabilities.

Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the coursework taken for licensure toward their graduate degree in special education. Again, students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the M.S. in Education, Special Education degree program. Students must maintain a 3.0 GPA while pursuing the degree.

### **Program Requirements (36 cr.)**

#### **Advance Requirements (18 cr.)**

- EDUC-K 512 Advanced Computer Technology for Special Education
- EDUC-K 528 Special Education Law and Procedures
- EDUC-K 534 Behavior Management of the Severely Handicapped
- EDUC-K 538 Advanced Instructional Methodology for Special Educators
- EDUC-K 565 Collaboration and Service Delivery
- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children

#### **Content Requirements (9 cr.)**

- EDUC-K 530 Medical and Physical Management of Persons with Severe Disabilities; or
- EDUC-K 590 Independent Study or Research in Special Education

VT: Autism

- EDUC-K 531 Teaching the Severely Handicapped I
- EDUC-K 532 Teaching the Severely Handicapped II

### Research Requirements (9 cr.)

- EDUC-K 500 Topical Workshop in Special Education
- EDUC-P 503 Introduction to Research
- EDUC-Y 511 Action Research II: Independent Study

**Note** | Candidates seeking licensure in Intense Interventions must also take the following |

- EDUC-K 595 Practicum in Special Education; and
- EDUC-K 531 Teaching the Severely Handicapped I
- EDUC-K 532 Teaching the Severely Handicapped II
- EDUC-K 534 Behavior Management of the Severely Handicapped

Students must take the appropriate PRAXIS II Examination or other state-required examinations if seeking licensure. Students should check with their advisors before registering for any examination.

### Special Education, Mild Interventions | M.S. Master of Science (M.S.) in Education, Special Education |

#### Mild Interventions

The Master of Science (M.S.) in Education with a major in Special Education is designed for students (with a special education degree) seeking an advanced degree in special education in mild interventions (P-12) or intense interventions (P-12). The M.S. is designed to strengthen an individual's competencies in special education and prepare them for positions of leadership in area schools and agencies working with individuals with disabilities.

Students complete a minimum of 36 credit hours for this degree. In most cases, graduate students may use some of the coursework taken for licensure toward their graduate degree in special education. Again, students are advised on an individual basis. Students interested in discussing degree requirements should contact the Office of Education Student Services to arrange an appointment. All degree-seeking students must apply separately for admission to the M.S. in Education, Special Education degree program. Students must maintain a 3.0 GPA while pursuing the degree.

#### Graduate Certification Students

Graduate students interested in completing a certification in mild interventions are advised on an individual basis. Students must complete an application for admission to the Graduate Certification Program in Mild Interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

Students earning their first license in Exceptional Needs-Mild Interventions should apply for the Master of Arts in Teaching (M.A.T. degree. Students must complete an

application for admission to the Graduate Certification Program in Mild Interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

Students may also complete requirements for a license in intense interventions. Students should meet with an advisor to discuss requirements.

#### Program Requirements (36 cr.)

All courses are 3 credit hours unless otherwise designated.

#### Advance Requirements (18 cr.)

- EDUC-K 503 Advanced Classroom Management Techniques for Special Educators
- EDUC-K 512 Advanced Computer Technology for Special Education
- EDUC-K 528 Special Education Law and Procedures
- EDUC-K 538 Advanced Instructional Methodology for Special Educators
- EDUC-K 565 Collaboration and Service Delivery
- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children

#### Content Requirements (9 cr.)

- EDUC-K 521 Survey of Learning Disabilities
- EDUC-K 525 Survey of Mild Handicaps
- EDUC-K 543 Education of the Socially and Emotionally Disturbed

#### Research Requirements (9 cr.)

- EDUC-K 500 Topical Workshop in Special Education
- EDUC-P 503 Introduction to Research
- EDUC-Y 511 Action Research II: Independent Study

#### Education | Intense Intervention Licensure Graduate Certification Students

Graduate students interested in completing a certification in intense interventions are advised on an individual basis. Students must complete an application for admission to the Graduate Certification Program in Intense Interventions. After completing an application, students should arrange for an appointment to meet with an academic advisor. In most cases, students must supply a transcript from their undergraduate degree program, and from all other postbaccalaureate programs, in order to plan an appropriate course of study with an advisor. Students must earn and maintain a 2.5 GPA while completing certification requirements.

#### Graduate Licensure in Intense Intervention (12 cr.)

Must be added to mild interventions.

- EDUC-K 531 Teaching the Severely Handicapped I
- EDUC-K 532 Teaching the Severely Handicapped II
- EDUC-K 534 Behavior Management of Severely Handicapped
- EDUC-K 595 Practicum in Special Education

## Special Education | M.A.T. Master of Arts in Teaching Special Education (M.A.T.)

### Admission Procedures

- Visit the [Graduate Studies](#) website to complete the IU South Bend graduate application online.
  - Provide two letters of recommendations.
  - Submit a written statement of your teaching philosophy of educating students with special needs.
  - Answer the following four questions (up to one type-written page per question):
    - a. How do you think children and youth learn?
    - b. What is the value and purpose of special education?
    - c. Describe your comfort level with technology. What types of technology do you use daily? When you have difficulty with technology, what do you do?
    - d. Discuss the importance of collaboration between educational professionals, parents, and community organizations.
      - Provide official transcripts from all graduate and undergraduate institutions attended. Degrees must be earned from a regionally accredited institution or an IU approved international institution.
- a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
- b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
- c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.
- d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
- Submit passing scores on the Praxis I®: Reading, Mathematics, and Writing prior to completion of the first 6 credit hours of the program or meet the requirements for an approved alternate assessment.

## Special Education | M.A.T. Master of Arts in Teaching Special Education (M.A.T.)

### About the Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) with a major in special education in the School of Education at IU South Bend is designed to prepare individuals seeking initial licensure in K-12 Mild Interventions for careers teaching children with disabilities in the public schools. This proposed program emphasizes the knowledge,

dispositions, and skills required of special education teachers, and incorporates the performance standards of the Council for Exceptional Children (CEC). The program is designed to meet the licensure requirements of the state of Indiana, achieve national recognition from CEC, and address the standards of the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). The Master of Arts in teaching program is for individuals who have already earned a bachelor's degree, but who are interested in becoming licensed as special education teachers in mild interventions (K-12).

Students will be able to take Praxis II® after 18 hours. A Praxis II® workshop will be available prior to the test date.

### Program Requirements (36 cr.)

- EDUC-K 505 Introductory Special Education for Graduate Students
- EDUC-K 508 Math and Science Methods for Special Education
- EDUC-K 511 Language Arts Methods for Special Education
- EDUC-K 525 Survey of Mild Handicaps
- EDUC-K 553 Classroom Management and Behavior Support
- EDUC-P 519 Psycho-Educational Assessment of Exceptional Children

### Advanced Requirements (6 cr.)

- EDUC-K 565 Collaboration and Service Delivery
- EDUC-K 588 Supervised Teaching in Special Education (Students may apply for licensure at the end of EDUC-K 588 Supervised Teaching in Special Education)

### Master Requirements (12 cr.)

- EDUC-K 501 Adapting Computers for Special Education
- EDUC-K 502 Communication and Children with Exceptional Needs
- EDUC-K 507 National Board for Professional Teaching Standards Project
- EDUC-P 514 Life Span Development: Birth-Death

## School Counseling | M.S. Master of Science (M.S.) in School Counseling

### School Counseling Track (48 cr.)

The Counseling and Human Services Program is designed to be completed as a cohort. Students are to take courses in sequence as prescribed below. Any deviation from the course sequence must be approved in advance.

### First Year Courses

- EDUC-G 500 Orientation to Counseling
- EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling
- EDUC-P 514 Life Span Development: Birth-Death

### Second Year Courses

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 524 Practicum in Counseling
- EDUC-G 532 Introduction to Group Counseling
- EDUC-G 542 Organization and Development of Counseling Programs
- EDUC-G 562 School Counseling
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention

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### Third Year Courses

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 550 Internship in Counseling (fall and spring semesters)
- EDUC-G 590 Research in Counseling and Guidance

### Clinical Mental Health | M.S.

#### Master of Science (M.S.) in Education, Clinical Mental Health

#### Degree Requirements (60 cr.)

##### First Year Courses

- EDUC-G 500 Orientation to Counseling
- EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling
- EDUC-P 514 Life Span Development: Birth-Death

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##### Second Year Courses

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 524 Practicum in Counseling
- EDUC-G 532 Introduction to Group Counseling
- EDUC-G 563 Mental Health Counseling
- EDUC-G 567 Marriage and Family Counseling
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention

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##### Third Year Courses

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 525 Advanced Counseling Practicum
- EDUC-G 550 Internship in Counseling (fall and spring semesters)
- EDUC-G 585 Contemporary Issues in Counseling
- EDUC-G 590 Research in Counseling and Guidance

### Addictions Abuse | M.S.

#### Master of Science (M.S.) in Education, Addictions Abuse

The Addictions Counseling Track is designed to train professionals who will offer addiction counseling services in our community and the surrounding areas. The chief features of the program are a comprehensive 60 credit hour curriculum that satisfies Indiana requirements for professional licensure as a Licensed Clinical Addictions Counselor. The program also contains several field experiences designed to train students in the most effective way possible to become addictions counselors.

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### Track Requirements

All courses are 3 credit hours, unless otherwise designated.

#### First Year Courses

- EDUC-G 500 Orientation to Counseling
- EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling
- EDUC-P 514 Life Span Development: Birth-Death

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#### Second Year Courses

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 510 Introduction to Alcohol and Drug Counseling
- EDUC-G 513 Legal and Illegal Drugs of Abuse
- EDUC-G 532 Introduction to Group Counseling
- EDUC-G 585 Contemporary Issues in Counseling
- EDUC-G 590 Research in Counseling and Guidance

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#### Third Year Courses

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 511 Screening and Assessment of Alcohol and Drug Problems
- EDUC-G 512 Counseling Approaches with Addictions
- EDUC-G 514 Practicum in Alcohol and Drug Counseling (taken twice)
- EDUC-G 550 Internship in Counseling (taken twice)
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention

## Secondary Education | Index

### Secondary Education

**Judith Lewandowski, Ph.D. | Department Head  
Education and Arts Building 2200 | (574) 520-4810 |  
[education.iusb.edu](http://education.iusb.edu)**

#### Graduate Degrees Offered

**New Master of Science (M.S.) in Education, Secondary  
will be available in Summer 2014!**

- M.S. in Education, Secondary with English as a New Language Certification
- M.S. in Education, Secondary with Building Administration Certification
- M.S. in Education, Secondary with Initial Teacher Certification
- M.S. in Education, Secondary with Reading Focus

#### Undergraduate Degree Offered

- B.S. in Education, Secondary

#### 4-Year Degree Plans [Sample]

- Biology | Chemistry | Earth/Space Science | French | German | Language Arts | Mathematics | Physical Science | Physics | Social Studies | Spanish

#### Licensures Offered

- Graduate Licensure in Educational Leadership
- Graduate Licensure in English as a New Language

#### Secondary Education | B.S.

#### Bachelor of Science (B.S.) in Education | Secondary Education

The IU South Bend School of Education offers several degree programs in secondary education. Successful secondary education graduates are licensed in one or more content areas for grades 5-12. Each candidate's degree program is aligned with the developmental standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education. Candidates may select one or more of the following content areas:

- English/language arts
- Mathematics
- Science (candidate selects one or more areas from the following: life science, Earth/space science, physical science, physics, or chemistry)
- Social studies (candidate selects three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology)
- World languages (French, Spanish, or German)

Candidates may choose to add to any of the above content areas |

- English as a new language
- Special education—mild interventions

A license in any of the areas listed above requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 124 credit hours for the Bachelor of Science degree. Candidates are advised that there

are very few elective courses in the secondary education degree programs and that early program selection and advising is important for timely graduation.

As of July 2010, programs in the School of Education leading to teacher licensure are undergoing extensive revision to conform to Indiana's new teacher licensure requirements known as Rules for Educator Preparation and Accountability (REPA). While these rules became effective in July 2010, students who complete all coursework and all other licensing requirements prior to August 31, 2013, will be licensed under the previous rules known as Rules 2002. Students who complete courses or any licensing requirements at any point after August 31, 2013, will be required to meet requirements under REPA.

For specific courses and advising information, candidates must contact the Office of Education Student Services to speak with an undergraduate advisor. For general program information, candidates may also request to speak with the department head.

#### Secondary Education | M.S.

#### Master of Science (M.S.) in Education, Secondary

Students entering the graduate secondary education master's degree program at IU South Bend are primarily practicing professionals in the field of secondary (middle school, junior high, and high school) education. The goal of our program is to support them as professionals and foster a commitment to acquire and use professional knowledge, skills, and dispositions to prepare them for the future.

The Master of Science in Education, Secondary, requires a minimum of 36 credit hours of graduate courses in the content area, in professional education, and in research; including a capstone research project during their last two semesters. For an application or advising information, including specific coursework, contact the Office of Education Student Services to make an appointment with the graduate advisor.

#### Program Requirements (36 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Block I (18 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-K 524 Integration of Students with Exceptional Learning Needs
- EDUC-P 507 Assessment in the Schools
- EDUC-P 516 Adolescent Development
- EDUC-R 503 Instructional Media Applications

#### Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

#### Block II—Elective Focus (9 cr.)

Students choose a focus area and select 9 credit hours of elective courses. Students should make an appointment with an advisor in the Office of Education Student Services, Greenlawn Hall 120, for an evaluation.

#### Block III—Research Requirements (9 cr.)

- EDUC-C 511 Capstone Seminar (Checkpoint 3)

- EDUC-P 503 Introduction to Research
- EDUC-S 591 Research Project in Secondary Education (Checkpoint 2)

Students shall not enroll in EDUC-C511 Capstone Seminar until all other degree requirements are completed.

### **Secondary Education-Initial Teacher Certification | M.S.**

#### **Master of Science (M.S.) in Education, Secondary | with Initial Teacher Certification (52-53 cr.)**

This program allows students who already have a bachelor's degree and may not be interested or eligible for the secondary transition to teaching program obtain a state teaching license. The program is structured to meet all of the School of Education's professional education requirements (approximately 45 credit hours) and to allow the student to meet the requirements of a Master of Science in Education degree concurrently. Secondary graduate certification students must complete a number of education courses as well as any relevant additional courses in their area of specialization to obtain state licensure. Successful graduates obtain state licensure for the middle school/junior high (early adolescence) and high school (adolescence/young adult) settings in one or more of the following content areas corresponding with the existing bachelor's degree:

- Mathematics
- English/language arts
- World languages (French, Spanish, or German)
- Social studies (select three areas from the following six options: historical perspectives, government and citizenship, geographical perspectives, economics, psychology, or sociology)
- Science (select one or more areas from the following: life science, Earth/space science, physical science, physics, or chemistry).

Students may also add the following areas to any of the above content areas:

- English as a New Language
- Reading
- Special education—mild interventions
- Other content areas may be combined with those listed above

All students in the Master of Science in Education, Secondary degree program working on initial teacher certification must meet the student teaching eligibility requirements.

#### **Program Requirements (52-53 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **Block I—Professional Education/Foundations (24 cr.)**

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- EDUC-H 520 Education and Social Issues
- EDUC-K 505 Introductory Special Education for Graduate Students

- EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- EDUC-P 507 Assessment in the Schools
- EDUC-P 510 Psychology in Teaching
- EDUC-R 301 Audiovisual Production of Materials (0 cr.)
- EDUC-R 503 Instructional Media Applications
- EDUC-W 310 Integrating Technology into K-12 Classrooms

#### **Select one of the following:**

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

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#### **Block II—Pedagogical Content/Advanced Methods Courses/Student Teaching (30 cr.)**

- EDUC-K 524 Integration of Students with Exceptional Learning Needs
- EDUC-M 420 Student Teaching Seminar VT: Understanding Schools
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-P 503 Introduction to Research
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-S 591 Research Project in Secondary Education

#### **Select one of the following:**

- EDUC-BE 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies
- EDUC-BE 445 Methods of Teaching Senior High/Junior High/Middle School Foreign Languages
- EDUC-BE 446 Methods of Teaching Senior High/Junior High/Middle School Science
- EDUC-BE 452 Methods of Teaching Senior High/Junior High/Middle School English Language Arts
- EDUC-BE 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics

### **Secondary Education-English as a New Language | M.S.**

#### **Master of Science (M.S.) in Education, Secondary |**

#### **with English as a New Language Certification**

#### **Program Requirements (39 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **Basic Requirements (18 cr.)**

- EDUC-H 520 Education and Social Issues
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 516 Adolescent Development
- EDUC-S 591 Research Project in Secondary Education

#### **Select one of the following:**

- EDUC-S 503 Secondary School Curriculum

- EDUC-S 530 Junior High and Middle School Curriculum

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### Content Courses (21 cr.)

- EDUC-L 536 Methods and Materials for Teaching English as a New Language
- EDUC-M 401 Laboratory/Field Experience (0 cr.)
- EDUC-M 550 Practicum
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- ENG-L 376 Literature for Adolescents

### Secondary Education-Reading Focus | M.S. Master of Science (M.S.) in Education, Secondary |

#### with Reading Focus (39 cr.)

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#### Program Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Block I—Foundations (18 cr.)

- EDUC-H 520 Education and Social Issues
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-P 516 Adolescent Development
- EDUC-S 591 Research Project in Secondary Education (taken at end of program)

#### Select one of the following:

- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

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#### Block II—Pedagogical Content Courses (21 cr.)

- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-X 501 Critical Reading in the Content Areas
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 525 Practicum in Reading
- ENG-L 376 Literature for Adolescents

#### Select one of the following:

- EDUC-S 460 Books for Reading Instruction 5-12
- EDUC-L 533 Library Materials for Children and Young Adults

### Secondary Education-Building Administrator | M.S. Master of Science (M.S.) in Education, Secondary |

#### with Building Administrator Certification (42 cr.)

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#### Program Requirements (36-39 cr.)

All courses are 3 credit hours, unless otherwise designated.

- EDUC-H 520 Education and Social Issues
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools

- EDUC-P 516 Adolescent Development
- Select one of the following:
- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High/Middle School Curriculum

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### Educational Leadership Cohort Classes (27 cr.)

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)
- EDUC-A 510 School Community Relations
- EDUC-A 590 Independent Study in Educational Leadership  
VT: Research and Portfolio in School Administration
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 630 Economic Dimensions of Education

### Secondary Education | M.S.

#### Master of Science (M.S.) in Education, Secondary

Students entering the graduate secondary education master's degree program at IU South Bend are primarily practicing professionals in the field of secondary (middle school, junior high, and high school) education. The goal of our program is to support them as professionals and foster a commitment to acquire and use professional knowledge, skills, and dispositions to prepare them for the future.

The Master of Science in Education, Secondary, requires a minimum of 36 credit hours of graduate courses in the content area, in professional education, and in research; including a capstone research project during their last two semesters. For an application or advising information, including specific coursework, contact the Office of Education Student Services to make an appointment with the graduate advisor.

#### Additional Licensure Only with Existing Teaching License

There are many ways that individuals with a current teaching license can add more licensure areas to their existing license. Please consult the Indiana Department of Education website for additional information. One way is to complete additional coursework and pass a PRAXIS II exam. The following sections describe additional licensure and list required coursework. Students should meet with an advisor in the Office of Education Student Services for additional information. Requirements may vary according to the rules under which a license was issued.

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#### Program Requirements (36 cr.)

All courses are 3 credit hours, unless otherwise designated.

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#### Graduate Licensure in Educational Leadership

Students must be admitted to the cohort program in educational leadership and complete all prerequisite requirements before registering for all classes except EDUC-A 608 Legal Perspectives on Education.

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)
- EDUC-A 510 School Community Relations

- EDUC-A 590 Independent Study in Educational Leadership  
VT: Research in School Administration
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 630 Economic Dimensions of Education

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### English as a New Language (Secondary) Program Requirement (24 cr.)

All courses are 3 credit hours, unless otherwise designated.

- EDUC-H 520 Education and Social Issues
- EDUC-L 536 Methods and Materials for Teaching English as a New Language
- EDUC-M 401 Laboratory/Field Experience (0 cr.)
- EDUC-M 550 Practicum
- EDUC-P 507 Assessment in the Schools
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language
- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom

#### Select one of the following:

- EDUC-L 533 Library Materials for Children and Young Adults
- EDUC-L 535 Teaching Adolescent Literature

## Education | Graduate Policies

### School of Education Graduate Policies

#### Limited Criminal History Check

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Visit [www.in.gov/ai/appfiles/isp-lch/](http://www.in.gov/ai/appfiles/isp-lch/) to obtain a limited criminal history check. All searches conducted using this website's online service will be considered a completed request and are subject to associated fees regardless of whether or not a detailed record is found. A response of No Records Found is an official search result. Follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching. Schools may require a more extensive background check. Students are expected to following all requirements of the IU Child Protection Policy when working with children and youth under the age of 18 in IU sponsored programs.

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#### E-mail Communication

Electronic mail (e-mail) is the official means of communication at IU South Bend. A failure to receive or read official university communications sent to the official e-mail address does not absolve one from knowing and complying with the content of the official communication. It is recommended that students check e-mail messages at least once daily. The university provides a simple mechanism to forward e-mail from the official university e-mail address to another e-mail address of choice.

However, those who choose to have e-mail forwarded to another e-mail address do so at their own risk.

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#### Issues Resolution

Issues resolution is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

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#### Plagiarism

Plagiarism is a serious infraction particularly for graduate students. All procedures in the Code of Student Rights, Responsibilities, and Conduct are followed in all cases of plagiarism.

Plagiarism and academic misconduct include, but are not limited to, the following:

- Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
- Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
- Using someone else's ideas without giving credit to the source.
- Submitting a professionally prepared research paper as one's own work.
- Submitting work that resulted from an unauthorized collaborative effort as individual work.
- Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
- Offering material assembled or collected by others as one's own project or collection.
- Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
- Documenting a source inaccurately.

Visit [www.iusb.edu/%7esbwrite/plagiarism.shtml](http://www.iusb.edu/%7esbwrite/plagiarism.shtml) for additional information on plagiarism.

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#### Residence

The residence requirement for the degree Master of Science in Education at IU South Bend may be met by completion of at least 24 of the 36 credit hours on the IU South Bend campus. These 24 hours may include online classes offered through the School of Education.

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#### Semester Load

Indiana University defines full-time status for graduate students as enrollment in a minimum of 8 credit hours per semester. Half-time status is enrollment in a minimum of 4 credit hours per semester.

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### Grade Point Average (GPA)

Students must maintain a cumulative GPA of 3.0 in all work to be eligible for the degree Master of Science in Education. An overall 2.5 cumulative GPA must be earned in the content area to meet licensure requirements. Refer to undergraduate academic policies for other requirements that may apply to graduate students pursuing standard teacher licensure programs at IU South Bend; then consult an advisor. The School of Education at IU South Bend does not accept grades below a C (2.0) earned at IU South Bend or at any institution for credit toward a graduate degree. No grade below C (2.0) is accepted in the student's concentration area(s) for any teacher licensure program.

The latter rule applies to various licensure areas as follows:

For students majoring in elementary education, this rule applies to all education courses.

For students majoring in secondary education, this rule applies to:

- Education courses
- All content courses

For students majoring in special education, this rule applies to:

- Education courses
- All content courses

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### Transferring Courses Into Graduate Degree Programs

Students seeking a graduate degree in the School of Education may request a transfer of a maximum of 12 credit hours of required courses from any institution, including IU South Bend, into School of Education graduate degree programs. Each program in the School of Education may further limit the number of transfer credit hours and specific courses that may be transferred. The transfer of all courses must be approved by the department head or a designee. All courses transferred into graduate degree programs in the School of Education must have a grade of B or higher.

Students already admitted to a graduate degree program must seek advanced approval for all courses taken at other institutions.

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### Pass/Fail Option

Any graduate student may choose to be evaluated on a Pass/Fail (P/F) basis in any elective course, up to a maximum of four courses per degree program and not more than two courses in any calendar year. A Master of Science in Education degree student may not elect the Pass/Fail (P/F) option for any of the credit hours required in the major, minor, or any area of certification.

A student choosing the Pass/Fail (P/F) option for an elective course must do so during the first three weeks of a regular semester or during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible.

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### Retention in Graduate Degree Study

Students failing to maintain a B (3.0) average in all work taken after admission to graduate study in the School

of Education are placed on academic probation and so notified. If a student fails to remove the probationary status during the next enrollment period, the privilege of continuing in the School of Education may be denied. Students dismissed from the School of Education are not eligible for recommendation for teaching or other licenses. Students dismissed may follow the issues resolution process if there are extenuating circumstances that may not have been considered.

A student admitted to the School of Education, but denied admission to a particular program, may not take any further work in that area of study unless the program agrees to the continued work.

Once a student is admitted to a degree program, all work must be complete within six calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree.

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### Letters of Concern

All graduate students are expected to abide by all specific program policies. In addition to academic performance, IU South Bend's graduate students are evaluated on the basis of their professional conduct and dispositions. Unsatisfactory professional conduct or unprofessional dispositions observed on the part of a graduate student in the School of Education in classes at IU South Bend or in field or clinical experiences, may result in that student's dismissal from the graduate degree program. Dispositions are assessed as part of the unit assessment system. Also, a Letter of Concern serves as documentation of concerns related to professional conduct or dispositions. School of Education procedures are followed when documenting concerns about dispositions with a Letter of Concern.

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### Student Teaching and Practica Policies

Prior to beginning student teaching and practica, graduate candidates must:

- Have completed all required coursework for licensure.
- Have successfully passed all Praxis I® subtests.
- Have successfully passed all Praxis II® tests if required to do so by department policies.
- Have a minimum overall GPA of 2.5 if only earning a license. Students also completing master's degree requirements must have an overall GPA of 3.0.
- Must have a grade of C or better in all required licensure and degree coursework. All coursework required for licensure must be completed prior to beginning the student teaching experience.
- Complete all assignments in courses with a grade of incomplete (I) and have a grade of C or better posted to replace the incomplete.
- Submit an application for the student teaching or graduate practicum placement according to the deadlines listed below. Applications are valid for a period of 12 months. Beyond that time students will be required to submit a new application.

---

### Semester | Placement Deadline

Fall | May 1  
Spring | September 15

- Candidates are allowed to state preferences for student teaching and practica placements, but

first priority is to place according to availability of qualified classroom supervising teachers. Graduate students working on emergency permits may request to complete their student teaching experience in their own classroom. Permission to do this must be given by the school corporation and the director of student teaching and clinical practice. Other factors that influence placement decisions follow.

- Candidates typically are placed within 20 miles of IU South Bend.
- Candidates may not complete student teaching or practica experiences in corporations where they are school board members or are related to a school board member.
- Candidates may student teach out of state in Michigan where we have established contractual agreements. Candidates need to request permission from the director of student teaching and clinical practice for other out of state placements.
- Candidates are not placed in schools where their children are in attendance or where they have been students.
- It is the candidate's responsibility to complete forms accurately, submit them according to the deadlines above, and to meet all eligibility criteria before they can begin their student teaching or graduate practicum experience.

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### Application for Graduate Degree

An application for a degree must be completed and filed with the Office of Education Student Services by the following deadline dates:

#### Graduation | Deadline | Tentative List Posted by

May | October 1 | February 15  
 August | October 1 | February 15  
 December | March 1 | September 15

Failure to file this application by the proper deadline may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

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### Timeline for Master of science Degree Completion

Once candidates have been admitted into a degree program, they have two years to complete their first course. Candidates then have six years to complete all degree requirements. If candidates are admitted and do not take a course within two years, they must reapply for admission into the degree program.

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### Field and Clinical Experience for Graduate Students

Graduate candidates in the School of Education complete a variety of field and clinical experiences. Some of these are integrated into coursework and do not require a separate placement. Students working on licensure in elementary education, English as a New Language, any secondary teaching license, and a license in exceptional needs mild interventions may require separate placements for certain field or clinical experiences and should work with the director of clinical and field experiences for these placements.

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### Required Field Experience for Elementary Education

Graduate students in elementary education are required to complete field experience, practica and/or student

teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their advising sheet and/or consult their advisor for current field requirements for their program of study.

- Concentration in early childhood
- Literacy focus
- Elementary education with K-12 licensure in educational leadership
- Elementary education with English as a new language certification

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### Required Field Experience for Secondary

Graduate students in secondary education are required to complete field experience, practica and/or student teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their advising sheet and/or consult their advisor for current field requirements for their program of study.

- Focus in secondary education
- Focus in secondary education with initial certification
- Focus in secondary education with reading licensure
- Secondary education with K-12 licensure in educational leadership
- Secondary education with English as a new language licensure

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### Required Field Experience for Special Education

Graduate students in special education who are working on their initial teaching license or an additional license will typically complete field experiences in specific placements. If approved, these placements may be in the classroom where they are employed. Students should refer to the advising sheet, consult their advisor, and meet with the director of clinical and field experiences for current field requirements for their program of study.

- Mild interventions
- Intense interventions

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### Required Field Experience for Counseling and Human Services

Counseling students complete practica and internships that meet CACREP accreditation standards. Students should refer to the advising sheet and/or consult with the program coordinator and their advisor for current requirements.

- Alcohol and substance abuse
- Clinical mental health counseling
- School counseling

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### Accreditation

The School of Education was granted continuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2012. The School of Education met all NCATE standards for initial and advanced programs. The Counseling and Human Services degree program has received national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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## Conceptual Framework

The members of the faculty and staff in the School of Education have a commitment to preparing educators who assume leadership responsibilities in and beyond the classroom. In our advanced programs, teachers, counselors, and principals build on classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings. The conceptual framework for advanced programs summarizes these themes.

## Standards

Graduate programs are aligned with appropriate national and state standards. All advanced teacher education programs are aligned with the National Board for Professional Teaching Standards or standards from the Council for Exceptional Children. The Educational Leadership Program is aligned with standards from the Educational Leadership Constituent Council. All programs in Counseling and Human Services are aligned with standards from the Council for Accreditation of Counseling and Related Educational Programs.

## Monitoring Progress of Students at Critical Checkpoints

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

## Graduate Degrees in Education

### Graduate Degrees | School of Education

#### Welcome

Welcome to IU South Bend and the School of Education's graduate programs. We are happy that you are applying for a graduate program or have already been accepted into one. We look forward to your joining us as a new candidate (our term for a student in the School of Education). All graduate degrees require at least 36 credit hours of coursework.

#### Admission to IU South Bend Graduate Programs

Admission to specific programs may require additional steps and requirements, as described in the program-specific information below. Contact the Office of Education Student Services at (574) 520-4845 for program-specific requirements.

## International Admission

International candidates wishing to enroll must submit the international student admission materials and the IU South Bend Master of Science in Education degree application to the IU South Bend Office of International Student Services. This must be done before being considered for admission to a graduate program. Admission decisions will be made by the department head of the appropriate program for full admittance. It is suggested that candidates speak with an education academic advisor as part of the preapplication process. All candidates must present evidence of proficiency in English, if their native language is not English. Applicants must score 550 or above on the Test of English as a Foreign Language (TOEFL) before they are eligible for unconditional admission.

## Obtaining Teacher Certification in Elementary or Secondary Education, without Admission to Master of Science Degree Program

### Teacher Licensing Procedures

Individuals holding an Indiana license (in-state) who wish to add to that license or who have never held certification (licensure) may request an official evaluation from the IU South Bend Office of Education Student Services.

Once the evaluation is complete it is returned to the applicant. If there are any questions regarding the evaluation, an appointment can be made with a graduate advisor from the Office of Education Student Services. All of the above information is reviewed by the Office of Education Student Services and an appropriate licensure program is developed with the student.

Program changes may occur, as mandated by the Indiana Department of Education Office of Educator Licensing and Development. Students are advised to confer with the advisors in the Office of Education Student Services concerning educational requirements on a regular basis. Current program information is available on the School of Education website.

## Admission to School of Education Degree Programs

The School of Education follows the IU South Bend graduate admissions guidelines. Therefore, to be admitted to graduate degree programs in the School of Education, applicants must hold a degree from a regionally accredited institution and meet all other admissions standards for the specific degree of interest.

For candidates pursuing a Master of Science in Education, (elementary, secondary and special education), we will only accept complete graduate admission packets and students will be admitted in cohort groups. For more information contact the Office of Education Student Services at (574) 520-4845.

## The GRE® revised General Test

The GRE® revised General Test replaced the GRE General Test in August 2011. There were changes to the test content and design. The score scale for verbal reasoning measures changed to a new 130-170 score scale, in 1-point increments (versus 200-800 in 10-point increments on the current test). Analytical writing scores will continue to be reported on the same 0-6 score scale, in half-point increments. Visit [www.ets.org/gre/revisedtest](http://www.ets.org/gre/revisedtest) to learn more about the GRE® revised General Test. Applicants who are required to take the GRE must earn a verbal score of 150 and a writing score of 3.5; they do

not need to take the quantitative reasoning section of the GRE.

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### Elementary | Admission Procedures

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
  - Provide three letters of recommendation.
  - Submit a personal statement (one to two pages, single-spaced, 12 point font) which includes the following:
    - why you are applying
    - what makes an effective teacher
    - what skills you need to become an effective teacher
  - Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative grade point average (CGPA) in a degree program from a regionally accredited institution.
- a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
  - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
  - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.
  - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
    - Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

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### Secondary | Admission Procedures

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
  - Provide three letters of recommendation.
  - Submit a personal statement which includes
    - why you are applying
    - what makes an effective teacher
    - what skills you need to become an effective teacher (one to two pages, single-spaced, 12 point font)
  - Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.
- a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have

earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

- b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
- c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.
- d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
  - Those pursuing the combined Master of Science in Education/Educational Leadership Program must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

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### Professional Education Services

#### Special Education | Admission Procedures

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
  - Provide two letters of recommendation.
  - Submit a written statement of your teaching philosophy of educating students with special needs.
  - Answer the following four questions (up to one type-written page per question).
    - How do you think children and youth learn?
    - What is the value and purpose of special education?
    - Describe your comfort level with technology. What types of technology do you use daily? When you have difficulty with technology, what do you do?
    - Discuss what is meant by: We believe in the value of learning for all students in collaboration with others.
  - Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.
- a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
  - b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
  - c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.
  - d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate

workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 150 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.

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### **Counseling and Human Services | Admission Procedures**

The Counseling and Human Services (CHS) Program admits students during the summer 1 session. The following are requirements for admission and must be completed by April 1:

- Application for Admission to Graduate Study (online through admissions office).
- An undergraduate degree from a regionally accredited university. Applicants may apply to the program prior to the completion of the undergraduate degree provided that the degree is earned by May of the admission year.
- GPA requirements

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 150 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission. Visit [www.ets.org/gre](http://www.ets.org/gre) for more information.

- Written personal statement

a. List and describe your work and volunteer experiences related to the field of counseling and human services.

b. List and describe education and training related to the field of counseling and human services beyond your formal coursework which you have attained as a result of participation in workshops, seminars, professional meetings, etc.

c. Why have you selected counseling and human services as a preferred area of study?

d. What characteristics do you have that you believe would make you a successful counselor?

e. What additional information do you wish to bring to the awareness of the screening committee regarding your application?

- Official transcripts documenting all degrees earned or in progress, and any other academic work.
- Three letters of recommendation.
- An interview with resident faculty member scheduled in April. Submission of all required application materials is required to schedule an interview.
- Selection by faculty to be part of a cohort of 24 students selected in April of each year.

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### **Educational Leadership | General Requirements (for all applicants)**

- An Indiana teaching license
- Three years teaching experience (prior to applying for licensure)

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### **Admission Procedures for Individuals with a Master's Degree**

- Complete the IU South Bend graduate online application or the Data Sheet from the Office of Education Student Services)
- Provide official transcripts from master's program
- Must obtain a recommendation from their corporation superintendent
- Complete an interview with program coordinator
- If you did not receive your master's degree from IU South Bend you will be required to pay an application fee

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### **Admission Procedures for Individuals without a Master's Degree**

- Visit [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies) to complete the IU South Bend graduate application online.
- Provide two letters of recommendation.
- Personal statement.
- Provide official transcripts from all graduate and undergraduate institutions attended. (Transcripts from any Indiana University campus need not be sent.) Must have earned a minimum of a 2.5 cumulative GPA in a degree program from a regionally accredited institution.

a. Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.

b. Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.

c. Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate coursework until they have submitted the required GRE scores and met all other admissions requirements.

d. Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.

e. All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.

- Complete an interview with program faculty.
- Must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.
- Complete an interview with department head.

## School of Education

### School of Education | Graduate Policies

#### Limited Criminal History Check

School corporations require a limited criminal history check before participating in field placements and/or student teaching. School corporations may deny a field placement or student teaching assignment based on a misdemeanor or felony conviction that is on the limited criminal history check. Visit [www.in.gov/ai/appfiles/isp-lch/](http://www.in.gov/ai/appfiles/isp-lch/) to obtain a limited criminal history check. All searches conducted using this website's online service will be considered a completed request and are subject to associated fees regardless of whether or not a detailed record is found. A response of No Records Found is an official search result. Follow the directions on the website to complete the limited criminal history check, print out the response from the website, and take a copy with you on the first day of your field placement or student teaching. Schools may require a more extensive background check. Students are expected to following all requirements of the IU Child Protection Policy when working with children and youth under the age of 18 in IU sponsored programs.

#### E-mail Communication

Electronic mail (e-mail) is the official means of communication at IU South Bend. A failure to receive or read official university communications sent to the official e-mail address does not absolve one from knowing and complying with the content of the official communication. It is recommended that students check e-mail messages at least once daily. The university provides a simple mechanism to forward e-mail from the official university e-mail address to another e-mail address of choice. However, those who choose to have e-mail forwarded to another e-mail address do so at their own risk.

#### Issues Resolution

Issues resolution is a process followed when a candidate has a concern that cannot be resolved at a meeting with the appropriate professional in the School of Education. If a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidate should meet individually to discuss the concern in an attempt to resolve it in a satisfactory manner. If the issue/concern is not resolved by the end of the meeting, the candidate should be advised that he or she can follow a process to seek resolution at other levels. The candidate should ask for an Issues Resolution form and cover sheet from the Office of Education Student Services. The candidate should follow the directions on the cover sheet. All steps should be documented. Certain issues follow university policies. For example, any grade grievances follow IU South Bend procedures.

## Plagiarism

Plagiarism is a serious infraction particularly for graduate students. All procedures in the Code of Student Rights, Responsibilities, and Conduct are followed in all cases of plagiarism.

Plagiarism and academic misconduct include, but are not limited to, the following:

- Copying any other person's work and submitting it as one's own, whether as a written document or an oral presentation.
- Copying or paraphrasing passages, sentences, phrases, data, statistics, isolated formulas, and visual aids from print, oral, or Internet sources without proper acknowledgment.
- Using someone else's ideas without giving credit to the source.
- Submitting a professionally prepared research paper as one's own work.
- Submitting work that resulted from an unauthorized collaborative effort as individual work.
- Reusing or recycling a paper or research done for credit in a previous course without the permission and approval of all the professors involved.
- Offering material assembled or collected by others as one's own project or collection.
- Fabricating or creating material (statistics, text, etc.) to cite as a legitimate source.
- Documenting a source inaccurately.

Visit [www.iusb.edu/%7esbwrite/plagiarism.shtml](http://www.iusb.edu/%7esbwrite/plagiarism.shtml) for additional information on plagiarism.

## Residence

The residence requirement for the degree Master of Science in Education at IU South Bend may be met by completion of at least 24 of the 36 credit hours on the IU South Bend campus. These 24 hours may include online classes offered through the School of Education.

## Semester Load

Indiana University defines full-time status for graduate students as enrollment in a minimum of 8 credit hours per semester. Half-time status is enrollment in a minimum of 4 credit hours per semester.

## Grade Point Average (GPA)

Students must maintain a cumulative GPA of 3.0 in all work to be eligible for the degree Master of Science in Education. An overall 2.5 cumulative GPA must be earned in the content area to meet licensure requirements. Refer to undergraduate academic policies for other requirements that may apply to graduate students pursuing standard teacher licensure programs at IU South Bend; then consult an advisor. The School of Education at IU South Bend does not accept grades below a C (2.0) earned at IU South Bend or at any institution for credit toward a graduate degree. No grade below C (2.0) is accepted in the student's concentration area(s) for any teacher licensure program.

The latter rule applies to various licensure areas as follows:

For students majoring in elementary education, this rule applies to all education courses.

For students majoring in secondary education, this rule applies to:

- Education courses
- All content courses

For students majoring in special education, this rule applies to:

- Education courses
- All content courses

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### Transferring Courses Into Graduate Degree Programs

Students seeking a graduate degree in the School of Education may request a transfer of a maximum of 12 credit hours of required courses from any institution, including IU South Bend, into School of Education graduate degree programs. Each program in the School of Education may further limit the number of transfer credit hours and specific courses that may be transferred. The transfer of all courses must be approved by the department head or a designee. All courses transferred into graduate degree programs in the School of Education must have a grade of B or higher.

Students already admitted to a graduate degree program must seek advanced approval for all courses taken at other institutions.

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### Pass/Fail Option

Any graduate student may choose to be evaluated on a Pass/Fail (P/F) basis in any elective course, up to a maximum of four courses per degree program and not more than two courses in any calendar year. A Master of Science in Education degree student may not elect the Pass/Fail (P/F) option for any of the credit hours required in the major, minor, or any area of certification.

A student choosing the Pass/Fail (P/F) option for an elective course must do so during the first three weeks of a regular semester or during the first two weeks of a summer session by processing the prescribed request in the Office of Education Student Services. This election is not reversible.

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### Retention in Graduate Degree Study

Students failing to maintain a B (3.0) average in all work taken after admission to graduate study in the School of Education are placed on academic probation and so notified. If a student fails to remove the probationary status during the next enrollment period, the privilege of continuing in the School of Education may be denied. Students dismissed from the School of Education are not eligible for recommendation for teaching or other licenses. Students dismissed may follow the issues resolution process if there are extenuating circumstances that may not have been considered.

A student admitted to the School of Education, but denied admission to a particular program, may not take any further work in that area of study unless the program agrees to the continued work.

Once a student is admitted to a degree program, all work must be complete within six calendar years from the date of the receipt of a grade in the first course that is to be used toward the degree.

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### Letters of Concern

All graduate students are expected to abide by all specific program policies. In addition to academic performance, IU South Bend's graduate students are evaluated on the basis of their professional conduct and dispositions. Unsatisfactory professional conduct or unprofessional dispositions observed on the part of a graduate student in the School of Education in classes at IU South Bend or in field or clinical experiences, may result in that student's dismissal from the graduate degree program. Dispositions are assessed as part of the unit assessment system. Also, a Letter of Concern serves as documentation of concerns related to professional conduct or dispositions. School of Education procedures are followed when documenting concerns about dispositions with a Letter of Concern.

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### Student Teaching and Practica Policies

Prior to beginning student teaching and practica, graduate candidates must:

- Have completed all required coursework for licensure.
- Have successfully passed all Praxis I® subtests.
- Have successfully passed all Praxis II® tests if required to do so by department policies.
- Have a minimum overall GPA of 2.5 if only earning a license. Students also completing master's degree requirements must have an overall GPA of 3.0.
- Must have a grade of C or better in all required licensure and degree coursework. All coursework required for licensure must be completed prior to beginning the student teaching experience.
- Complete all assignments in courses with a grade of incomplete (I) and have a grade of C or better posted to replace the incomplete.
- Submit an application for the student teaching or graduate practicum placement according to the deadlines listed below. Applications are valid for a period of 12 months. Beyond that time students will be required to submit a new application.

### Semester | Placement Deadline

Fall | May 1

Spring | September 15

- Candidates are allowed to state preferences for student teaching and practica placements, but first priority is to place according to availability of qualified classroom supervising teachers. Graduate students working on emergency permits may request to complete their student teaching experience in their own classroom. Permission to do this must be given by the school corporation and the director of student teaching and clinical practice. Other factors that influence placement decisions follow.
- Candidates typically are placed within 20 miles of IU South Bend.
- Candidates may not complete student teaching or practica experiences in corporations where they are school board members or are related to a school board member.
- Candidates may student teach out of state in Michigan where we have established contractual agreements. Candidates need to request permission from the director of student teaching and clinical practice for other out of state placements.

- Candidates are not placed in schools where their children are in attendance or where they have been students.
- It is the candidate's responsibility to complete forms accurately, submit them according to the deadlines above, and to meet all eligibility criteria before they can begin their student teaching or graduate practicum experience.

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### Application for Graduate Degree

An application for a degree must be completed and filed with the Office of Education Student Services by the following deadline dates:

#### Graduation | Deadline | Tentative List Posted by

May | October 1 | February 15  
 August | October 1 | February 15  
 December | March 1 | September 15

Failure to file this application by the proper deadline may result in failure to graduate at the expected time. The responsibility for checking degree requirements rests with the student.

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### Timeline for Master of science Degree Completion

Once candidates have been admitted into a degree program, they have two years to complete their first course. Candidates then have six years to complete all degree requirements. If candidates are admitted and do not take a course within two years, they must reapply for admission into the degree program.

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### Field and Clinical Experience for Graduate Students

Graduate candidates in the School of Education complete a variety of field and clinical experiences. Some of these are integrated into coursework and do not require a separate placement. Students working on licensure in elementary education, English as a New Language, any secondary teaching license, and a license in exceptional needs mild interventions may require separate placements for certain field or clinical experiences and should work with the director of clinical and field experiences for these placements.

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### Required Field Experience for Elementary Education

Graduate students in elementary education are required to complete field experience, practica and/or student teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their advising sheet and/or consult their advisor for current field requirements for their program of study.

- Concentration in early childhood
- Literacy focus
- Elementary education with K-12 licensure in educational leadership
- Elementary education with English as a new language certification

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### Required Field Experience for Secondary

Graduate students in secondary education are required to complete field experience, practica and/or student teaching if their program of study includes certification. Field experience requirements are specific to individual programs of study. Students should refer to their advising

sheet and/or consult their advisor for current field requirements for their program of study.

- Focus in secondary education
- Focus in secondary education with initial certification
- Focus in secondary education with reading licensure
- Secondary education with K-12 licensure in educational leadership
- Secondary education with English as a new language licensure

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### Required Field Experience for Special Education

Graduate students in special education who are working on their initial teaching license or an additional license will typically complete field experiences in specific placements. If approved, these placements may be in the classroom where they are employed. Students should refer to the advising sheet, consult their advisor, and meet with the director of clinical and field experiences for current field requirements for their program of study.

- Mild interventions
- Intense interventions

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### Required Field Experience for Counseling and Human Services

Counseling students complete practica and internships that meet CACREP accreditation standards. Students should refer to the advising sheet and/or consult with the program coordinator and their advisor for current requirements.

- Alcohol and substance abuse
- Clinical mental health counseling
- School counseling

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### Accreditation

The School of Education was granted continuing accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2012. The School of Education met all NCATE standards for initial and advanced programs. The Counseling and Human Services degree program has received national accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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### Conceptual Framework

The members of the faculty and staff in the School of Education have a commitment to preparing educators who assume leadership responsibilities in and beyond the classroom. In our advanced programs, teachers, counselors, and principals build on classroom leadership responsibilities to become advocates, decision makers, researchers, and partners in school and community settings. The conceptual framework for advanced programs summarizes these themes.

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### Standards

Graduate programs are aligned with appropriate national and state standards. All advanced teacher education programs are aligned with the National Board for Professional Teaching Standards or standards from the Council for Exceptional Children. The Educational Leadership Program is aligned with standards from the Educational Leadership Constituent Council. All programs

in Counseling and Human Services are aligned with standards from the Council for Accreditation of Counseling and Related Educational Programs.

## Critical Checkpoints

### Monitoring Progress of Students at Critical Checkpoints

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

### Critical Checkpoints for Candidates Seeking a Master of Science Degree and/or Initial Licensure

#### Checkpoint One—All Graduate Candidates

Entry into specific program. Candidates in all graduate programs must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads, and admission decisions are communicated to students.

#### Checkpoint Two—Elementary Candidates in Master of Science Degree Programs

- GPA check.
- EDUC-P 507 Assessment in Schools artifact/case study on assessing student learning. Analysis of student learning and reflection from entries.

#### Checkpoint Two—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Artifact of student learning from EDUC-P 507 Assessment in the Schools

#### Checkpoint Two—Secondary Education Candidates also Earning Initial License

In addition to the requirements listed above for secondary candidates in Master of Science degree programs, candidates must submit the following at the end of the semester they take their 400-level special methods class.

- A series of lesson plans, assessments, and other components as assigned in the 400-level special methods class
- Classroom management artifact
- Passing Praxis II® scores

#### Checkpoint Two—Special Education Candidates in Master of Science Degree Programs

- GPA check
- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

#### Checkpoint Two—Special Education Candidates also Earning Initial License

- Lesson plans from EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom or EDUC-K 524 Integration of Students with Exceptional Learning Needs
- Pre/post analysis of teaching project from EDUC-P 519 Psycho-Educational Assessment of Exceptional Children
- Classroom management plan from EDUC-K 553 Classroom Management and Behavior Support

#### Checkpoint Three—Elementary Candidates in Master of Science Degree Programs

- GPA check
- Classroom based entry with accompanying student work
- Final exit project from EDUC-E 591 Research Project in Elementary Education

#### Checkpoint Three—Secondary Candidates in Master of Science Degree Programs

- GPA check
- Portfolio from EDUC-C 511 Capstone Seminar or EDUC-S 591 Research Project in Secondary Education

#### Checkpoint Three—Secondary Education Candidates also Earning Initial License

- In addition to the requirements listed above for Master of Science degree candidates in secondary education earning an initial teaching license must also submit Student teaching evaluation forms
- Artifact from EDUC-M 420 Student Teaching Seminar: Understanding Schools

#### Checkpoint Three—Special Education Candidates in Master of Science Degree Programs

- GPA check
- Final project from EDUC-Y 511 Action Research II: Independent Study

#### Checkpoint Three—Special Education Candidates also Earning Initial License

- EDUC-K 588 Supervised Teaching in Special Education student teaching evaluation forms
- Praxis II® scores
- Special education portfolio

## Monitoring student progress at critical checkpoints— T2T Elementary and Secondary

In addition to reviewing grades and cumulative grade point averages, candidate progress is monitored carefully at three critical checkpoints. At these checkpoints candidates are required to submit designated artifacts, aligned with state and national standards, in an Oncourse pseudo course. These artifacts are reviewed by faculty to determine if the candidate is meeting the standards or making progress toward meeting the standards. If the artifact provides evidence that the candidate is meeting the standards a grade of S is assigned for the pseudo course. If the artifact does not meet the standards, the candidate is contacted and a remedial plan is developed. In such cases, the candidate may receive a grade of R or I. If after participation in the remedial plan, the candidate's artifacts still do not provide evidence of meeting standards or making progress toward meeting standards, a grade of F is assigned for the pseudo course. These pseudo courses are 0 credit hour courses so an F grade would not alter a cumulative grade point average, but pseudo course grades appear on candidates' transcripts.

### Checkpoint One—Elementary and Secondary—Entry into Specific T2T Program

Candidates must submit required admissions materials. Once all materials are submitted, they are reviewed by department heads and admission decisions are communicated to students.

### Checkpoint Two—Elementary Transition to Teaching—At End of Spring Semester Before Student Teaching the Following Fall Semester

- GPA check
- Series of lesson plans and other artifacts from fall semester methods classes
- Final evaluations from field experience

### Checkpoint Two—Secondary Transition to Teaching—At End of Fall Semester Before Student Teaching

- GPA check
- Series of lesson plans and other artifacts from fall semester 400-level methods class
- Classroom management artifact

### Checkpoint Three—Elementary Transition to Teaching—At End of Student Teaching

- GPA check
- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® Scores

### Checkpoint Three—Secondary Transition to Teaching—At End of Student Teaching

- GPA check
- Artifact on student learning with all required components
- Student teaching evaluations
- Passing Praxis II® scores

## Graduate Education | Index

School of Education | Graduate Studies

Office of Education Student Services | Greenlawn Hall 120 |

(574) 520-4845 | [education.iusb.edu](http://education.iusb.edu)

### Faculty |

Professors | **Freitas, Mettetal, Reck**

Associate Professors | **Alexander, Chang, K. Clark, Cress, Heck, Holm, Lewandowski, Linton, Okrah, Sage, Shepherd, R.L. Smith, B. Spitzer**

Assistant Professors | **Bakerson, H. Davis, Gressick, Hebert, Larrier, B. Thomas, A. Watson**

Senior Lecturer | **D. Youngs**

Lecturers | **Bontrager, Bushong, Eggleston**

Faculty Emeriti | **Bailey, Calvin, DuVall, Isaacson, L.**

**James, Leggett, Parelus, Peterson, Sheridan, Urbach**

Director of Student Services/Certification Officer | **Welch**

Director of Student Teaching and Clinical Practice | **Young**

Director of the Child Development Center | **Wilham-**

**Countway**

Director of the Center for Global Education | **Okrah**

Administrative Operations Manager | **Ogden**

### Graduate Degrees Offered |

#### Elementary Education |

- M.S. in Education, Elementary with a Literacy Focus
- M.S. in Education, Elementary with an Early Childhood Education Concentration
- M.S. in Education, Elementary with English as a New Language Certification] (Early Childhood/Middle Childhood
- M.S. in Education, Elementary with Building Administrator Certification

#### Secondary Education |

- M.S. in Education, Secondary
- M.S. in Education, Secondary with Building Administrator Certification
- M.S. in Education, Secondary with Reading Focus
- M.S. in Education, Secondary with English as a New Language Certification
- M.S. in Education, Secondary with Initial Teacher Certification

### Professional Educational Services |

#### Special Education |

- M.A.T. Special Education
- M.S. in Education, Special Education, Intense Interventions
- M.S. in Education, Special Education, Mild Interventions

### Counseling and Human Services |

- M.S. in Education, Clinical Mental Health
- M.S. in Education, School Counseling
- M.S. in Education, Addictions Abuse

### Educational Leadership |

- M.S. in Education, Elementary with Building Administrator Certification
- M.S. in Education, Secondary with Building Administrator Certification

**Graduate Licensures Offered |**

- Educational Leadership Licensure
- Alcohol and Drug Counseling Certificate Program
- Intense Intervention Licensure

**Index |**

- Welcome
- Admission to IU South Bend Graduate Programs
- International Admission
- Obtaining Teacher Certification in Elementary or Secondary Education, without Admission to Master of Science Degree Program
- Teacher Licensing Procedures
- Admission to School of Education Degree Programs
- The GRE Revised General Test
- Elementary
- Secondary
- Professional Educational Services
- Special Education
- Counseling and Human Services
- Educational Leadership
- Admission Procedures for Individuals with a Master's Degree
- Admission Procedures for Individuals without a Master's Degree
- Elementary Education
- Secondary Education
- Professional Education Services
- Graduate Policies
- Limited Criminal History Check
- E-mail Communication
- Issues Resolution
- Residence
- Plagiarism
- Semester Load
- Grade Point Average
- Transferring Courses into Graduate Degree Programs
- Pass/Fail Option
- Retention in Graduate Degree Study
- Letters of Concern
- Student Teaching and Practica Policies
- Application for Graduate Degree
- Timeline for Master of Science Degree Completion
- Field and Clinical Experience for Graduate Students
- Required Field Experience for Elementary Education
- Required Field Experience for Secondary Education
- Required Field Experience for Special Education
- Required Field Experience for Counseling and Human Services
- Accreditation
- Conceptual Framework
- Standards
- Monitoring Progress of Students at Critical Checkpoints
- Critical Checkpoints for Candidates Seeking a Master of Science Degree and/or Initial Licensure

- Monitoring Student Progress at Critical Checkpoints-T2T Elementary and Secondary

**Educational Leadership****Educational Leadership**

**Office of Education Student Services | Greenlawn Hall 120 |**  
**(574) 520-4845 | [education.iusb.edu](http://education.iusb.edu)**

If requiring an M.S. in Education, Elementary, see the Elementary Education website in this bulletin

If requiring an M.S. in Education, Secondary, see the Secondary Education website in this bulletin

The Educational Leadership Program was developed especially for those who desire licensure for a principalship in Indiana. The Indiana principal licensure is a PK-12 license and the IU South Bend cohort program addresses the knowledge, dispositions, and performances required of school leaders.

There are two methods for obtaining the necessary coursework to complete the program:

- For those who already possess a master's degree and prerequisites, there is a 27 credit hour cohort program.
- For those who do not yet have a master's degree, there is a combined Master of Science in Education with an emphasis in elementary or secondary education, combined with the 27 credit hour Educational Leadership Program to obtain licensure for the principalship.

IU South Bend's Educational Leadership Program utilizes extensive field experiences, authentic learning, and problem solving as major ingredients for each course; leaving students informed, skilled, and well prepared for successful completion of the state licensing examination.

The two-year cohort structure ensures a consistently small class size and promotes the development of close and supportive collegial bonds. At the time students graduate, they have not only acquired the essential skills for successful schools, but they have also established a strong professional network, essential to success as an administrator.

**Educational Leadership Licensure****Program Requirements (51 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**Prerequisites (18 cr.)**

For the Master of Science in Education, Secondary or Elementary Education with K-12 licensure in Educational Leadership, students must have prior approval from the department head to be sure all prerequisites are met.

**Prerequisites to admission to the school leadership major:**

- EDUC-H 520 Education and Social Issues
- EDUC-P 503 Introduction to Research
- EDUC-P 507 Assessment in the Schools
- EDUC-R 503 Instructional Media Applications

**Select one of the following** (depending on prior coursework):

- EDUC-E 535 Elementary School Curriculum
- EDUC-S 503 Secondary School Curriculum
- EDUC-S 530 Junior High and Middle School Curriculum

**Select one of the following** (depending on prior coursework):

- EDUC-P 515 Child Development
- EDUC-P 516 Adolescent Development

### Core Courses (27 cr.)

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)
- EDUC-A 510 School Community Relations
- EDUC-A 590 Independent Study in Educational Leadership  
VT: Research in School Administration
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 630 Economic Dimensions of Education

## Education | Alcohol and Drug Counseling Program

### Alcohol and Drug Counseling Certificate Program

Office of Education Student Services | Greenlawn Hall 120 | (574) 520-4845 | [education.iusb.edu](http://education.iusb.edu)

A graduate certificate in alcohol and drug counseling is now being offered. The 15 credit hour certificate will train those who desire to become alcohol and drug abuse counselors. The state of Indiana has a professional certification for substance abuse counselors, the Certified Alcohol and Drug Abuse Counselor (CADAC) designation. This program was designed to fill the gap in quality training for substance abuse counselors in Indiana and Michigan, provide students with relevant and up-to-date research-based training, and ultimately provide substance-abuse services to the community.

### Admission Requirements

- A bachelor's degree from an accredited institution of higher education in any field of study.
  - Provide official transcripts from all graduate and undergraduate institutions attended. Degrees must be earned from a regionally accredited institution or an IU approved international institution.
- Applicants to graduate programs in the School of Education must have an overall CGPA of 3.000 or have earned a CGPA of 3.000 in the last 60 hours of their undergraduate degree and meet all other admission requirements to be fully admitted to graduate programs in the School of Education.
  - Applicants whose CGPAs are between 2.500 and 2.999 must earn required GRE scores and meet all other admissions requirements to be fully admitted to programs in the School of Education.
  - Applicants with undergraduate CGPAs between 2.500 and 2.999 will not be allowed to take any graded graduate

coursework until they have submitted the required GRE scores and met all other admissions requirements.

- Applicants whose undergraduate CGPAs are between 2.500 and 2.999 may take S/F graded graduate workshops before being fully admitted. These S/F graded workshops will not fulfill degree requirements.
- All applicants whose undergraduate degrees are more than ten years old must take two sections of the GRE. The applicant must earn a score of at least 450 on the Verbal Reasoning and at least a 3.5 on the Analytical Writing sections of the GRE to be eligible for admission.
  - An interview with program faculty.
  - A personal statement.
- List and describe your work and volunteer experiences related to the field of counseling and human services.
- List and describe education and training related to the field of counseling and human services beyond your formal coursework which you have attained as a result of participation in workshops, seminars, professional meetings, etc.
- Why have you selected counseling and human services as a preferred area of study?
- What characteristics do you have that you believe would make you a successful counselor?
- What additional information do you wish to bring to the awareness of the screening committee regarding your application?
  - Three letters of recommendation at least two of which are professional in nature (e.g., from employers or university course instructors).

### Required Courses (15 cr.)

Courses are offered on an annual basis and are scheduled at times convenient for working adults at either the South Bend or Elkhart campuses. Courses will be offered in evening and weekend formats. In addition, some courses will be offered partially or completely online. Students can plan on the following course schedule:

#### Fall Semester

- EDUC-G 510 Introduction to Alcohol and Drug Counseling
- EDUC-G 511 Screening and Assessment of Alcohol and Drug Problems

#### Spring Semester

- EDUC-G 512 Counseling Approaches with Addictions
- EDUC-G 513 Legal and Illegal Drugs of Abuse

#### Summer Session

- EDUC-G 514 Practicum in Alcohol and Drug Counseling

The practicum consists of 220 clock hours of onsite practicum service. For every 10 hours of clinical service that you provide you must complete 1 hour of supervision with your field supervisor. Your field supervisor must hold a CACDA II certification or some form of licensure in the state of Indiana. Under very rare circumstances, alternate arrangements may be made. However, in these instances you must contact the Indiana Counselors Association on

Alcohol and Drug Abuse (ICAADA) by telephone at (317) 923-8800 or at the following address:

Indiana Counselors Association on Alcohol and Drug Abuse | 800 N. Meridian St., Suite 507 | Indianapolis, IN 46202

Written confirmation giving approval of your noncertified supervisor must be provided by ICAADA.

During your on-site hours, you must provide evidence of performance in each of the 12 core functions of addictions counseling:

1. Screening
2. Orientation
3. Treatment planning
4. Case management
5. Client education
6. Reports and record keeping
7. Intake
8. Assessment
9. Counseling
10. Crisis intervention
11. Referral
12. Consultation

You will need to produce an artifact of each of these activities signed by your field supervisor. Hand in a copy to your university supervisor and retain a copy for your records.

The certificate can be completed in one year, with two classes offered in both the fall and spring semesters. The field experience practicum will be scheduled during the summer.

### Alcohol and Drug Certification Completion Application

Candidates must file a certification completion application with the Office of Education Student Services in Greenlawn Hall 120.

**Application for certificate deadline dates are as follows:**

#### For | Deadline

May and August | October 1  
December | March 1

Failure to file this application by the proper deadline may result in failure to receive certificate at the expected time. The responsibility for checking certificate requirements rests with the student.

## Transition to Teaching

### Transition to Teaching

The Transition to Teaching (T2T) Program at IU South Bend is an alternative route-to-licensure program designed for mid-career professionals with a bachelor's degree who want to become licensed teachers in the state of Indiana. The rigorous, field-based program is most appropriate for mid-career changers. To participate in the program, applicants must meet minimum GPA and bachelor's degree requirements as well as additional admission requirements.

Beyond the basic admission requirements, applicants will be screened on their knowledge base including

appropriateness of their original bachelor's degree program.

The program is offered when there are an adequate number of qualified cohort candidates who commit to participation. Visit [www.iusb.edu/~t2tiusb](http://www.iusb.edu/~t2tiusb) for more information.

### Secondary Transition to Teaching

IU South Bend is approved by the Office of Educator Licensing and Development to recommend for licensure in the following content areas: mathematics; English; foreign language (French, Spanish, and German); social studies (historical perspectives, government and citizenship, geographical perspectives, economics, psychology, and sociology); science (life science, Earth/space science, physical science, physics, and chemistry). IU South Bend is not approved to recommend licensure in any other areas. The Secondary T2T Program licenses for grades 5-12.

Most appropriate are majors directly linked to licensure areas listed above. Those with closely related majors may require some additional content coursework to meet licensure requirements prior to applying to the T2T Program. Those with other majors will need significant hours in content coursework to meet licensure requirements.

Applicants to the Secondary T2T Program must meet one of the following requirements:

- A bachelor's degree in the subject the individual intends to teach with a grade point average of at least 3.000 overall.
- A graduate degree in the subject the individual intends to teach.
- Both a bachelor's degree in the subject the individual intends to teach with a grade point average of at least 2.500 overall, and five years of professional experience in the subject the individual intends to teach.
  - a. The bachelor's degree MUST be in the subject the individual intends to teach or the applicant must provide transcript evidence of coursework equal to a major in the subject area.
  - b. If your bachelor's degree GPA is 2.499 or below, you do not qualify for Transition to Teaching.
  - c. If your bachelor's degree GPA is between 2.50 and 2.999, but you do not have five years professional experience, you do not qualify for Transition to Teaching.
    - Board approved licensing assessment changes for Praxis I® alternatives (effective May 10, 2011). For more information on these changes go to <http://www.doe.in.gov/educatorlicensing>.
    - Also pass Praxis II® content area examinations as required by the Indiana Department of Education. See [www.ets.org/praxis](http://www.ets.org/praxis) for more information on the Praxis II®.

### Essential Courses in Secondary Transition to Teaching

- EDUC-K 524 Integration of Students with Exceptional Learning Needs

- EDUC-M 500 Integrated Professional Seminar (1 cr.) (three semesters)
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-R 503 Instructional Media Applications
- EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
- EDUC-K 505 Introductory Special Education for Graduate Students
- EDUC-M 500 Integrated Professional Seminar (1 cr.) (three semesters required)
- EDUC-M 550 Practicum

**Select one of the following:**

- EDUC-BE 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies
- EDUC-BE 445 Methods of Teaching Senior High/Junior High/Middle School Foreign Languages
- EDUC-BE 446 Methods of Teaching Senior High/Junior/Middle School Science
- EDUC-BE 452 Methods of Teaching Senior High/Junior High/Middle School English Language Arts
- EDUC-BE 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics

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### Elementary Transition to Teaching

The Elementary Transition to Teaching Program at IU South Bend is approved by the Office of Educator Licensing and Development to recommend for licensure as an elementary generalist for grades K-6.

Most appropriate is a liberal arts and sciences degree with a broad course base that includes math, science, English, and social studies. In addition, degrees in child development, social work, or other degrees in human development and human interaction fields are also appropriate.

**Applicants to the Elementary T2T Program must meet one of the following requirements:**

- A bachelor's degree with a grade point average of at least 3.000, both in the major and overall; or
- Both a bachelor's degree with a grade point average of at least 2.500, both in the major and overall and five years of professional experience working with children.
- Passing scores on Praxis I®. See [www.ets.org/praxis](http://www.ets.org/praxis) for more information on the Praxis I®.
- Demonstrate competency in the use of computers (CLEP Test, EDUC-R 503 Instructional Media Applications, or equivalent course).
- Remove any deficiencies as determined by prior assessment of learning experiences.
- Interview with elementary education faculty and representatives.

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### Essential Courses in Elementary Transition to Teaching

- EDUC-E 502 Elementary Reading and Language Arts Curriculum I
- EDUC-E 544 Mathematic Methodology, Research, and Teaching in the Elementary School
- EDUC-E 572 Elementary School Social Studies Curriculum
- EDUC-E 575 Teaching of Science in the Elementary School
- EDUC-E 576 Elementary Reading and Language Arts Curriculum II

## College of Health Sciences | Index

### College of Health Sciences

**Mario Ortiz, Ph.D. | Dean**  
**Northside 456 | (574) 520-4571 |**  
[healthsciences.iusb.edu](http://healthsciences.iusb.edu)

#### Dental Education

**Riverside Hall 115 | (574) 520-4158 |** [dental.iusb.edu](http://dental.iusb.edu)  
 Director | **Quimby**  
 Assistant Director | **Dielman**  
 Clinical Assistant Professor | **Douglas**  
 Clinical Lecturers | **Dielman, Doerscher, Peek, Quimby, Wood-Klauer**  
 Faculty Emeriti | **Markarian, Yokom**

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree. The bachelor's degree program prepares students for leadership roles in the profession.

#### School of Nursing

**Northside Hall 465B | (574) 520-4571 |**  
[nursing.iusb.edu](http://nursing.iusb.edu)  
 Dean | **Ortiz**  
 Associate Professors | **Dobrzykowski, Henry, Sofhauser**  
 Assistant Professor | **S. Anderson, S. Jones**  
 Clinical Assistant Professor | **Jackson, Makielski, Wolfram**  
 Clinical Lecturers | **Cox, Davidson, Imes, Loop-Miller, Palmateer, B. White**  
 Lecturers | **Fenner, Keith**  
 Senior Lecturer | **Woodrick**  
 Director of M.S.N. Program | **Wolfram**  
 Director of Undergraduate Program | **Makielski**  
 Director of Health and Wellness Center | **TBA**  
 Director of Student Services | **Gilroy**  
 Faculty Emeriti | **Basolo-Kunzer**

The IU South Bend campus offers the Bachelor of Science in Nursing (B.S.N.), options for Registered Nurses (R.N.), and Master of Science in Nursing (M.S.N.) with a Family Nurse Practitioner major.

#### Radiography, Medical Imaging, and Allied Health

**Northside Hall 405 | (574) 520-4504 |**  
[radiography.iusb.edu](http://radiography.iusb.edu)  
 Director | **Howard**  
 Clinical Assistant Professor | **Howard**  
 Medical Imaging Clinical Coordinator/Lecturer | **Balmer**  
 Radiography Clinical Coordinator/Lecturer | **H. Walker**  
 Program Advisor | **Joy**

IU South Bend offers the Associate of Science in Radiography which prepares the student to become a registered radiographer; and the Bachelor of Science in Medical Imaging Technology | provides additional clinical and didactic education in Computerized Tomography (CT), Magnetic Resonance Imaging (MRI), or Ultrasound (Sonography)

#### Complementary Health

**Northside Hall 446 | (574) 520-4336 |** [www.iusb.edu/nursing/ch\\_minor.php](http://www.iusb.edu/nursing/ch_minor.php)  
 Coordinator | **Sofhouser**

#### Social Work

**Northside Hall 418 | (574) 520-4880 |**  
[socialwork.iusb.edu](http://socialwork.iusb.edu)  
 Director | **Massat**  
 Professor | **Massat**  
 Assistant Professor | **Gallagher, Ramsey, Wahler**  
 Lecturers | **Brandon, Lemp**  
 Coordinator of Field Instruction | **Brandon**

The education and training students receive in a Master of Social Work (M.S.W.) degree program provides them with the skills they need to choose a career within the broad area of social work.

## Dental Education | Index

### Dental Education

**Kristyn Quimby, L.D.H., M.L.S. | Director  
Education and Arts 1250 | (574) 520-4158 |  
[dental.iusb.edu](http://dental.iusb.edu)**

#### Faculty

Director | **Quimby**

Assistant Director | **Dielman** Clinical Assistant Professor |  
**Douglas**

Clinical Lecturers | **Dielman, Doerscher, Peek, Quimby,  
Wood-Klauer**

Faculty Emeriti | **Markarian, Yokom**

#### About Dental Education

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree. The bachelor's degree program prepares students for leadership roles in the profession.

#### Undergraduate Degree Offered

Bachelor of Science in Dental Hygiene | 4-Year Degree Plan (Sample)

#### Course Descriptions

Dental Auxiliary Education DAE | Dental Hygiene DHYG

#### Index

- Mission
- Accreditation
- The Student's Responsibility
- Dental Hygiene
- Admission Policies
- Predental Hygiene Program
- Professional Program
- Criteria for Admission Eligibility
- Required Admission Materials
- Admission Scoring and Acceptance
- Academic Regulations
- Academic Policies
- Good Standing
- Clinical Promotion
- Academic Probation
- Dismissal
- Appeals
- Withdrawal
- Withdrawal from the Dental Hygiene Program
- Leave of Absence
- Reinstatement Policy and Procedures
- Transfer Credit Hours
- Five Year Limit
- Course Exemptions

#### Dental Education | Information

##### Mission

The mission of the programs in dental education is to be a leader in providing high quality education and clinical experiences to undergraduate students for future roles as oral health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, culturally diverse, and ethically responsible professionals.

The Dental Education Program awards the Bachelor of Science in Dental Hygiene.

As an integral part of its mission, the programs operate a health care facility, the IU South Bend Dental Hygiene Clinic, which provides preventive oral health services at moderate cost to the residents of Michiana. The setting emphasizes oral health education, promotes increased oral health awareness among consumers, and fills a void in meeting the needs of the dentally underserved. The clinic is open to the public from September through June.

#### Program Goals

IU South Bend Dental Hygiene program will:

- Provide students with an educational program that requires the highest level of professionalism.
- Offer challenging educational experiences that promote the use of sound judgment, critical thinking skills, evidence based decision making, and delivery of high quality patient care.
- Emphasize the role of the dental hygienist as a patient educator involved in community health engagement activities related to health promotion and disease prevention.

#### Program Degree Objectives |

- To be able to fulfill the requirements of a Bachelor Degree in Dental Hygiene and promote the overall program goals, graduates of the Department of Dental Hygiene at Indiana University South Bend will be able:
- To utilize the knowledge and clinical competencies required to provide current, comprehensive dental hygiene services.
- To communicate—write, speak, listen—effectively acquire, develop, and convey ideas and information.
- To practice their profession adhering to the ethical, legal, and professional codes of conduct expected of the dental hygiene practitioner.
- To apply critical thinking skills to one's practice of dental hygiene.
- To utilize the knowledge of the different career roles of the dental hygienist.
- To serve as a resource of oral health knowledge and education for the community and other health care professionals.
- To become an active participant in the community of professionals by developing leadership skills.
- To take an active role in effecting solutions to community problems and needs that will increase the access to care and ultimately the health of citizens.
- To apply to graduate programs.

#### Accreditation

The IU South Bend Dental Hygiene degree program is fully accredited by the American Dental Association Commission on Dental Accreditation and is affiliated with the Indiana University School of Dentistry.

#### The Student's Responsibility

All colleges establish academic requirements that must be met before a degree is granted. These regulations include such things as curricula and courses, the requirements for majors and minors, and university procedures.

Advisors and faculty are available to advise students on how to meet these requirements; however, each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending satisfactory fulfillment. It is important that each student be well acquainted with all requirements described in this publication and the clinic manual of the Dental Hygiene degree program.

Students in the Dental Hygiene degree program are expected to comply with the Professional Codes of Conduct as outlined in the clinic manual.

### Dental Hygiene

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree. The bachelor's degree program prepares students for not only entry into clinical practice, but also for leadership roles in the profession.

### General Information

Dental Hygiene is the study of the art and science of preventive oral health care including the management of behavior to prevent oral disease and promote health.

### Admission Policies

#### Predental Hygiene Program |

Students are admitted as predental hygiene students while they are completing prerequisite courses for the Bachelor of Science in Dental Hygiene. The student services staff of the College of Health Sciences provides academic advising for predental hygiene students. Call (574) 520-4571 to make an appointment with an advisor.

#### Professional Program |

One class is admitted into the Dental Hygiene degree program each year to begin the course of study in the fall. Admission is determined by the Dental Hygiene Admissions, Progression, and Graduation Committee. An application for admission to the Dental Hygiene degree program must be completed and returned to the Office of Dental Education by March 1.

Each applicant is evaluated on the basis of academic preparation and record.

#### Criteria for Admission Eligibility | Students must

- Be admitted or is eligible for admission to Indiana University. Applications must be sent to the IU South Bend Office of Admissions.
- Submit required dental hygiene admission materials to the Dental Hygiene degree program.
- Complete all prerequisite courses or their equivalent with a grade of C or higher in each course.
- Be able to complete all prerequisite courses by July 1. Preference will be given to students who have completed all coursework by the end of spring semester.
- Not repeat more than three courses. Applicants may only repeat two science courses.
- Complete Dental Hygiene Observations.
- Complete a 300-word typed response to a question posed by the Admissions, Progression and Graduation Committee. Contact the department for the questions.

### Required Admission Materials |

**Note** | Students must complete all required prerequisite coursework before they are eligible to enroll in Dental Hygiene classes.

Listed below are the required admission materials for the Bachelor of Science in Dental Hygiene, entry level.

- Dental Hygiene Program Application | This is different than the Indiana University application, is obtained from the Office of Dental Education, and must be returned to this office. This application is valid only for the IU South Bend Dental Hygiene degree program, and not other Indiana University Dental Hygiene degree programs.
- Curriculum Information Sheet | This is obtained from the Office of Dental Education and returned to that office. Curriculum information sheets or similar forms from other programs are not accepted.
- College Transcript | An official transcript from all colleges and universities attended must be submitted to the Dental Hygiene degree program in addition to the transcripts required by the IU South Bend Office of Admissions.
- Documentation of Dental Hygiene Observations | Applicants must observe at least two different dental hygienists in at least two different practice settings for a total of four hours. To document the observation, request the dental hygienist to provide the following information on their office letterhead: the applicants name, date, time of observation, and their signature. An appointment for dental hygiene treatment at the IU South Bend Dental Clinic during the academic year may be substituted for one of the two required observations.
- Personal Statement | Applicants must submit a 300-word response answering a question posed by the Admissions, Progression and Graduation Committee.

Applicants selected for regular admission and who meet the March 1 application deadline are notified of their admission status. To hold a place in the class, applicants must return the confirmation form and register for classes by July 15. Applications received after the March 1 deadline are not accepted. Once acceptance is finalized, students enrolled at other Indiana University campuses must complete an intercampus transfer before they can enroll and register for classes at IU South Bend.

### Admission Scoring and Acceptance

Applicants are evaluated based on their science GPA, pre-requisite GPA, overall GPA and strength of their personal statement. Each applicant will be scored according to the following:

Science GPA | 35%  
Pre-requisite GPA | 35%  
Overall GPA | 20%  
Personal Statement | 10%

#### GPA scores are based on the following:

4 points will be given if GPA is 3.5-4.0  
3 points will be given if GPA is 3.0-3.4  
2 points will be given if GPA is 2.5-2.9  
1 point will be given if GPA is <2.5

The personal statement is worth 20 points and is evaluated utilizing a rubric based on 4 points being excellent, 3 points being good, 2 points being average and 1 point being poor. The categories are: grammar, punctuation, spelling, content, and organization. Once each applicant's GPAs and Personal Statement has been evaluated they are ranked according to the highest application score (4.0 is the highest). The first 30 applicants with the highest scores who have completed all pre-requisite coursework by the end of the spring semester will be given preliminary acceptance. The applicants who will finish requirements in the first summer session will be filtered with the remaining applicants on the alternate list. Applicants are required to submit spring and summer session 1 grades to the Dental Education office.

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### Academic Regulations

Students are expected to comply with the:

- Academic regulations and policies of Indiana University Professional Codes of Conduct of the American Dental Hygienists' Association Components of professional development of the IU South Bend Dental Hygiene degree program
- Students admitted to the Dental Hygiene degree program should consult the clinic manual for updates and additional policies governing academic policies, procedures, and academic standing.

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### Academic Policies

- Students must earn a grade of C or better in all required courses, including general education courses, and maintain a semester and overall GPA of at least 2.0. A student who does not meet the academic regulations of the University and the Dental Hygiene Program is placed on probation.
- Students must follow the Dental Hygiene course sequence as outlined in the IU South Bend Campus Bulletin. Failure to follow the sequence can result in delayed/denied admission to the next course sequence.
- If a student does not pass one of the clinical practice courses (DHYG-H 218, DHYG-H 219, DHYG-H 300, DHYG-H 301, DHYG-H 302) or one of the radiology courses (DHYG-H 303, DHYG-H 305, DHYG-H 306, DHYG-H 307) with a grade of C or better, the student will not be eligible to continue in the clinical practice course sequence and his or her status will be changed to out-of-sequence. Out-of-sequence students must follow the policies and procedures regarding reinstatement in order to complete the program.
- A student will be dismissed from the program if any two clinical, didactic, radiology courses or a combination of these courses are not passed with a grade of C or better. There are no options for reassessment.
- Dental hygiene courses, other than clinical practice and radiology courses, that are not passed must be retaken and passed with a grade of C or better the next time they are offered. It is the student's responsibility to enroll in the failed course in the proper semester.
- Academic and/or Clinical Alert: Alerts within the professional program will be given to inform students if their academic progress is not consistent with

program expectations and are at risk for failure in a course/s. Information will be provided on the deficiency noted and recommendations for remediation will be made by the faculty issuing the alert. Failure to remediate and make acceptable progress will result in re-evaluation of academic standing and progression within the program. At the issuance of the second alert, the student will be issued a Learning Contract outlining the issue, the necessary remediation, and the outcome if the student is not successful at the end of remediation. Two or more academic alerts within a semester may be grounds for dismissal from the program.

- Students must be certified in CPR before they begin DHYG-H 219 Clinical Practice I and must remain certified while enrolled in all clinical courses. Students are required to take the Professional Rescuer course with AED instruction. The certification must be valid for the two years that they are a student in the program. This means student must take the course within a month or two of beginning the clinic coursework.
- Students must provide a current health evaluation (history and physical examination), dental evaluation, vision evaluation, and record of immunization status before beginning clinical practice and DHYG-H 218 Fundamentals of Dental Hygiene.

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### Good Standing

To remain in good standing in the professional program, a student must:

- Maintain a grade of C (2.0) or better in each required course.
- Not repeat any course more than once.
- Maintain an overall GPA of 2.0 or above.
- Demonstrate ethical and professional behavior.
- Follow the required course sequence.

---

### Clinical Promotion

In addition to the general academic policies, students must meet the following requirements to be promoted through the clinical course sequences:

Students will be promoted to the H219 Clinical Practice I upon successful completion of:

- DHYG-H 218 Fundamentals of Dental Hygiene
- DHYB-H 303 Radiology Lecture

Students will be promoted to DHYG-H 300 Clinical Practice A-S upon successful completion of:

- DHYG-H 219 Clinical Practice I
- DHYG-H 305 Radiology Lab I
- DHYG-H 205 Medical and Dental Emergencies

Students will be promoted to DHYG-H 301 Clinical Practice II upon successful completion of:

- DHYG-H 300 Clinical Practice A-S

Students will be promoted to DHYG-H 302 Clinical Practice III upon successful completion of:

- DHYG-H 301 Clinical Practice II
  - DHYG-H 306 Radiology Lab II
-

### Academic Probation

A student is placed on academic probation for the duration of the next regular semester or summer session following the one in which they failed to:

- Attain a single course grade of C or higher
- Attain a CGPA of 2.0
- Demonstrate acceptable ethical or professional behavior
- Follow the required course sequence
- Abide by the Indiana University Code of Student Rights, Responsibilities, and Conduct.

### Dismissal

A student will be dismissed from the program when there is a lack of progress toward the degree or are not able to address all areas of the Learning Contract. Lack of progress will include, but will not be limited to:

- Failure to achieve a CGPA of 2.0 in any two consecutive semesters
- Failure to complete all required courses with a minimum grade of C by the second completed attempt
- Failure to retake and pass with a grade of C or better dental hygiene courses offered once a year
- Failure to meet the stipulations of probation
- Failure to meet the criteria components of the Professional Behavior Contract
- Failure to remediate following the issuance of an Academic or Clinical Alert or 2 or more alerts occurring within the program
- Failure to meet all the requirements for reinstatement
- Dismissal may occur without prior probation

### Appeals

A student may appeal a recommendation for probation or dismissal in accordance with the IU South Bend appeals process, as outlined in this publication.

### Withdrawal

See Academic Regulations and Policies for all campuses in the IU South Bend Bulletin for policies regarding:

- Withdrawal from a class
- Withdrawal from the university

A grade lower than a C is not a valid reason for withdrawal from a course.

### Withdrawal from the Dental Hygiene Program

Students who withdraw from the Dental Hygiene degree program can apply for reinstatement. Students who withdraw a second time are not readmitted or eligible for reinstatement. Students who are administratively withdrawn from the program are not eligible for reinstatement.

### Leave of Absence

Students must submit, in writing, using the Programs in Dental Education Change in Academic Standing form, a request for a leave of absence to the director of dental education. Requests for leave of absence are evaluated and approved on the basis of academic standing and potential for progress toward the degree.

Students granted a leave of absence, delaying the clinical course sequence, changes their status within the program to out-of-sequence. Therefore, the policies and procedures for reinstatement apply to them. Reinstatement is granted depending upon the availability of clinical spaces and satisfactory completion of any condition and/or faculty recommendations existing at the time of leave. Reinstatement to the programs in dental education is not guaranteed.

### Dental Education | Information Withdrawal

See Academic Regulations and Policies for all campuses in the IU South Bend Bulletin for policies regarding:

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### Reinstatement Policy and Procedures

All out-of-sequence students must apply for reinstatement. Dental Hygiene students who are out-of-sequence include students who:

- Fail a clinical course
- Withdraw from a clinical course
- Take a leave of absence

### Reinstatement Procedures |

- **Step 1:** Written Request |

Students who wish to be reinstated must submit a written request to the director of dental education by:

### Date | Semester

March 1 | summer semester reinstatement  
June 1 | fall semester reinstatement  
October 1 | spring semester reinstatement

### The request requires |

- A list of the specific course(s) in which the student wishes to enroll
- An explanation of the extenuating circumstance that may have hindered academic performance
- A brief outline of the student's action plan

All requests for reinstatement are evaluated on the basis of successful completion of any requirements or faculty recommendations and available clinical slots.

Students who are reinstated must adhere to the academic policies in effect at the time of reinstatement.

- **Step 2:** Validation of Theory and Clinical Competencies

Following approval of a request for reinstatement, students must validate the dental hygiene theory and clinical competencies needed to reenter the clinical practice. All theory and skill competencies must be met (validated) before a student can reenroll and begin clinical coursework.

Skill validations required for each clinical sequence are as follows:

Validation for DHYG-H 219 Clinical Practice I:

Retake and pass with grade of C or better DHYG-H 218 Fundamentals of Dental Hygiene.

Validation for DHYG-H 300 Clinical Practice A-S II-Summer:

Retake and pass with a grade of C or better DHYG-H 219 Clinical Practice I and H305 Radiology Lab I.

Validation for DHYG-H 301 Clinical Practice II:

Retake and pass with grade of C or better DHYG-H 300 Clinical Practice A-S.

Validation for DHYG-H 302 Clinical Practice III:

Retake and pass with grade of C or better DHYG-H 301 Clinical Practice II and DHYG-H 306 Radiology II.

Students must maintain radiology clinical competency when retaking a clinical practice course. To do this, students are required to meet, at a passing level, the radiography requirements for the clinical semester.

#### **Validation Policies |**

In the event that the student fails the validation clinical course, the student will be dismissed from the program.

Upon successful demonstration of academic and clinical competencies within the designated time, the student will be reinstated into the Dental Hygiene Program. The student may re-enroll in the sequential course when it is offered in the curriculum.

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#### **Transfer Credit Hours**

##### **Transfers between Indiana University Campuses |**

Dental Hygiene students in good academic standing at another Indiana University campus may seek intercampus transfer. Students seeking intercampus transfer must meet the academic policies of the IU South Bend program. Intercampus transfer requests are evaluated individually on the basis of clinical space available and a review of student records.

#### **Transfers from Non-Indiana University Dental Hygiene Degree Programs |**

Dental Hygiene students in good academic standing at another university who wish to transfer should contact the director of the IU South Bend Dental Hygiene degree program. The director of dental hygiene evaluates Dental Hygiene courses completed at another university for transfer equivalency and student placement. All other transfer policies must be followed.

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#### **Five-Year Limit**

Required science courses must be completed within five years prior to the beginning of Dental Hygiene coursework.

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#### **Course Exemptions**

IU South Bend Dental Education no longer accepts course exemptions.

#### **Dental Hygiene | B.S. Bachelor of Science (B.S.) in Dental Hygiene**

##### **Entry Level 4-Year Degree Plan (Sample)**

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#### **About the Bachelor of Science (B.S.) in Dental Hygiene**

The IU South Bend campus offers two types of degrees for the Bachelor of Science in Dental Hygiene:

- The Bachelor of Science in Dental Hygiene entry level, which is designed for those just preparing to enter the profession
- The Bachelor of Science in Dental Hygiene completion degree, which is designed for licensed hygienists who are already graduates of an accredited Associate of Science in Dental Hygiene degree program and wish to continue their education

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#### **Bachelor of Science in Dental Hygiene, Entry Level**

The Dental Hygiene curriculum, which is accredited by the American Dental Association, leads to the Bachelor of Science degree, and consists of a total of four years of study; two years of prerequisite courses followed by two years of professional study. Upon completion, graduates are eligible for licensure to practice this preventive specialty of dentistry. Contact the Office of Student Services in the College of Health Sciences at (574) 520-4571 to meet with an advisor.

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#### **Preprofessional Curriculum (55 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **Dental Hygiene Prerequisites and General-Education Requirements**

##### **First Year—Fall Semester (13 cr.)**

- COAS-Q 110 Introduction to Information Literacy (1 cr.)
- ENG-W 131 English Composition 1
- SPCH-S 121 Public Speaking
- XXX-N 190/390 The Natural World (one must be at the 390 level of the B, T or N common core courses)

##### **Select one of the following:**

- BUS- K 201 The Computer in Business
- CSCI-A 106 Introduction to Computing

**First Year—Spring Semester (12 cr.)**

- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- CHEM- C 102 Elementary Chemistry 2
- XXX-B 190/390 Human Behavior and Social Institutions (one must be at the 390 level of the B, T or N common core courses)

Students who have completed high school chemistry within the last three years with a grade of C or better may go directly to CHEM-C 102 Elementary Chemistry 2 after successfully passing the mathematics placement examination.

**Second Year—Fall Semester (14 cr.)**

- PHSL-P 261 Human Anatomy and Physiology (5 cr.)
- HPER-N 220 Nutrition for Health
- XXX-T 190/390 Literary and Intellectual Traditions Common Core (one must be at the 390 level of the B, T or N common core courses)

**Select one of the following:**

- CJUS-K 300 Criminal Justice Research
- MATH-K 300 Statistical Techniques for Health Professions
- NURS-H 355 Nursing Research
- NURS-H 365 Nursing Research
- PSY-P 354 Psychology Research
- SOC-S 351 Social Statistics

**Second Year—Spring Semester (16 cr.)**

- MICR-M 250 Microbial Cell Biology
- MICR-M 255 Microbiology Laboratory (2 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
- Select approved critical thinking course
- Select approved non-western cultures course

**Professional Phase (65 cr.)****Third Year—Fall Semester (13 cr.)**

- DHYG-H 214 Oral Anatomy, Histology, and Embryology (2 cr.)
- DHYG-H 217 Preventive Dentistry—Second Year (2 cr.)
- DHYG-H 218 Fundamentals of Dental Hygiene (4 cr.)
- DHYG-H 224 Oral Histology and Embryology (1 cr.)
- DHYG-H 240 Introduction to Dental Ethics (1 cr.)
- DHYG-H 242 Introduction to Dentistry (1 cr.)
- DHYG-H 303 Radiology-Second Year (2 cr.)

**Third Year—Spring Semester (13 cr.)**

- DHYG-H 205 Medical and Dental Emergencies (1 cr.)
- DHYG-H 211 Head and Neck Anatomy (2 cr.)
- DHYG-H 213 Human Biology 2-First Year (2 cr.)
- DHYG-H 219 Clinical Practice 1
- DHYG-H 221 Clinical Dental Hygiene Procedures (2 cr.)
- DHYG-H 305 Radiology Clinic I (1 cr.)
- DHYG-H 321 Periodontics (2 cr.)

**Fourth Year—Summer Session I (6 cr.)**

- DHYG-H 300 Clinical Practice A-S (4 cr.)

- DHYG-H 308 Dental Materials (2 cr.)

**Fourth Year—Fall Semester (16 cr.)**

- DHYG-H 215 Pharmacology/Therapeutics—1st Year (2 cr.)
- DHYG-H 222 Advanced Clinical Hygiene Procedures (2 cr.)
- DHYG-H 250 Local Anesthesia and Pain Control (2 cr.)
- DHYG-H 301 Clinical Practice 2 (5 cr.)
- DHYG-H 304 Oral Pathology-Second Year (2 cr.)
- DHYG-H 306 Radiology Clinic II (1 cr.) VT: Radiology Lecture
- DHYG-H 347 Community Dental Health

**Fourth Year—Spring Semester (17 cr.)**

- DAE-E 351 Advanced Dental Materials Technology for Auxiliary (2 cr.)
- DHYG-H 302 Clinical Practice 3 (5 cr.)
- DHYG-H 307 Radiology Clinic III (1 cr.)
- DHYG-H 309 Practice of Community Dental Hygiene-Second Year (2 cr.)
- DHYG-H 320 Practice Management, Ethics, and Jurisprudence (2 cr.)
- DHYG-H 444 Bachelor Degree Capstone Course

**Bachelor of Science in Dental Hygiene, Degree Completion**

The Bachelor of Science in Dental Hygiene degree completion program provides an opportunity for graduate dental hygienists to develop further expertise and includes application of practical experience. It prepares hygienists for leadership roles in education, public health, commercial ventures, professional associations, and/or health advocacy. It can enhance career opportunities available to dental hygienists in a variety of areas, including but not limited to state and county health departments, academia, sales and marketing, pharmaceuticals, dental education consulting, dental insurance companies, research, and clinical dental hygiene. Program activities promote development of professional leadership skills and prepare hygienists for entry into graduate programs.

The program's objectives are designed to provide students with the education and skills to:

- perform dental hygiene services in a variety of settings (e.g., private dental practice, public health clinics, school systems, institutions, and hospitals)
- serve as a resource person and work in cooperation with other health personnel in assessing health care needs and providing health care services to the public
- plan, implement, and evaluate effective teaching methodologies in an educational setting
- supervise the teaching of dental hygiene services in a clinical or public health setting
- prepare for admission to graduate degree programs
- continue their professional education and personal growth

Students must complete the 120 credit hours of coursework listed below.

### Associate of Science in Dental Hygiene

- Prerequisite courses (35 cr.)
- Professional courses (55 cr.)

### Bachelor of Science in Dental Hygiene

- Required courses (15 cr.)
- Elective courses (15 cr.)

Applicants who receive dental hygiene degrees from accredited degree programs other than those offered by Indiana University will be considered transfer students for the purpose of fulfilling general-education requirements at IU South Bend.

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. Priority consideration is given to those students completing coursework on the IU South Bend campus.

Admission is competitive based on average GPA, average for preprofessional coursework, and the GPA for professional dental hygiene courses. A minimum GPA of 2.50 in each category is required.

The BSDH Completion Degree currently requires 30 credit hours beyond the 90 earned for the I.U. South Bend ASDH degree to equal 120 credit hours.

Associate of Science in Dental Hygiene (ASDH) graduates of programs that do not have the minimum of 90 credits of the I.U. South Bend program need to take additional approved bridge course electives at I.U. South Bend to add up to the 90 credits prior to enrolling in the following BSDH degree completion courses.

### Admission Policies Bachelor of Science in Dental Hygiene, Degree Completion

Graduates from an accredited degree program holding the Associate of Science in Dental Hygiene, and a current Indiana dental hygiene license must submit an application to be admitted to the Bachelor of Science in Dental Hygiene degree program after meeting with an academic advisor. Applicants who receive Dental Hygiene degrees from accredited programs other than those offered by Indiana University will be considered transfer students for the purpose of fulfilling general-education requirements at IU South Bend. Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. However, priority consideration is given to those students completing the majority of their coursework on the IU South Bend campus. Contact a dental education advisor for more information. A minimum GPA of 2.50 in each category is required. Two letters of recommendation from faculty or dental professionals are required for non-IU South Bend degree graduates. Students with the highest overall GPA and positive letters of recommendation will be granted admission. A student is expected to complete the work for a degree within five years from date of admission.

### Academic Policies

- 30 credits must be completed at IU South Bend.
- 20 of the 30 credit hours for the BSDH Completion Degree must be taken at IU South Bend, after admission to the program.

- Students must earn a grade of C or higher in all required courses and maintain a semester and overall GPA of at least 2.5.
- Completion of the degree will be five years from the date of enrollment in the first course toward the BSDH degree.

### BSDH Required General Education and Dental Hygiene Courses (15 cr.)

- Select from approved 390 course list | select from approved course list
- Computer Literacy (3 credits) | select from approved course list
- Quantitative Reasoning (3 credits) | select from approved course list
- Research-related course (3 credits) | see advisor for approved course list
- DHYG-H 444 Capstone Course (3 cr.-final semester)

An additional 15 credits of electives are required to complete the 30 credit hours for the degree which will include:

- 6 of the 15 credit hours of electives may be lower division courses (100-200 level).
- 9 of the 15 credit hours of electives shall be upper division courses (300-400 level).

BSDH suggested electives include (but not limited to) the following:

- ANTH-E 308 Medical Anthropology
- NURS-K 300 Transcultural Health Care
- NURS-K 301 The Art and Science of Complementary Health Care
- PSY-P 303 Health Psychology
- PSY-P 316 Psychology of Children/Adolescents
- PSY-P 319 The Psychology of Personality
- PSY-P 331 Psychology of Aging
- PSY-P 320 Social Psychology
- PSY-P 324 Abnormal Psychology
- SOC-S 310 The Sociology of Women in America
- SOC-S 314 Social Aspects of Health and Medicine
- SOC-S 319 Sociology of Science
- SOC-S 331 Sociology of Aging
- SOC-S 338 Sociology of Gender Roles

For students interested in an area of focus, the following courses can be combined for a study of concentration. Course offerings vary each semester.

### Spanish Focus

- SPAN-S 101 Elementary Spanish I
- SPAN-S 102 Elementary Spanish II
- SPAN-S 203 Second Year Spanish I
- SPAN-S 204 Second Year Spanish II
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 306 Masterpieces of Spanish Literature
- SPAN-S 313 Writing Spanish

### Gerontology Focus

- PSY-P 331 Psychology of Aging
- SOC-S 331 Sociology of Aging (3 credits)
- BUS-H 411 Management of Long-Term Care Facilities

- ANTH-W 450 Geriatric Health Care: A Team Approach
- POLS-Y 357 Introduction to Nonprofit Management
- NURS-K 302 Geriatric Gerontology (2 cr.)

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### Leadership/Management Focus

- BUS-F 302 Financial Management
- BUS-H 402 Hospital Organization and Management
- BUS-H 411 Management of Long-Term Care Facilities
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Human Resources Management
- BUS-Z 302 Managing Behavior in Organizations

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### Informatics Focus

- BUS-H 402 Hospital Organization and Management
- CSCI-A 107 Database Design (4 cr.)
- CSCI-A 201 Object Oriented Programming (4 cr.)
- CSCI-B 100 Problem Solving and Programming (4 cr.)
- INFO-I 101 Introduction to Informatics

## Nursing | Index

### School of Nursing

**Mario Ortiz, Ph.D. | Dean**  
**Northside Hall 456B | (574) 520-4571 |**  
[nursing.iusb.edu](http://nursing.iusb.edu)

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### Faculty

Dean | **Ortiz**  
 Associate Professors | **Dobrzykowski, Henry, Sofhauser**  
 Assistant Professor | **S. Anderson, S. Jones**  
 Clinical Assistant Professor | **Jackson, Makielski, Wolfram**  
 Clinical Lecturers | **Cox, Davidson, Imes, Loop-Miller, Palmateer, B. White**  
 Lecturers | **Fenner, Keith**  
 Senior Lecturer | **Woodrick**  
 Director of M.S.N. Program | **Wolfram**  
 Director of Undergraduate Program | **Makielski**  
 Director of Health and Wellness Center | **TBA**  
 Director of Student Services | **Gilroy**  
 Faculty Emeriti | **Basolo-Kunzer**

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### Graduate Degree Offered

- Master of Science in Nursing

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### Undergraduate Degrees Offered

- Bachelor of Science in Nursing | 4-Year Degree Plan (Sample)
- R.N.-B.S.N.
- Second Degree B.S.N. Track

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### Course Descriptions

Nursing NURS

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### Index

- General Information
- Accreditation
- Membership
- Student Organizations | Sigma Theta Tau International | Student Nurses' Association
- General Policies
- Program Planning
- The Code of Ethics for Nurses
- Statement of Essential Abilities
- Students with Disabilities
- Eligibility for Licensure
- Clinical Regulations
- B.S.N. Student Policy Handbook
- CPR Requirement
- OSHA Regulations
- Criminal Checks
- Health and CPR Requirements
- Student Injuries
- Uniforms
- Name Pin/IU South Bend Patch
- Supplies and Equipment
- Health Insurance
- Professional Liability Insurance
- APA Format
- Remedial Course Requirements

- Correspondence/Independent Study Courses
- Portfolio Option
- Satisfactory/Fail Option
- Residency Requirements
- Associate of Science in Nursing Program Articulation
- Master of Science in Nursing
- Program Description
- Program Outcomes
- Program Admission
- Curriculum Sequence
- Academic Standing
- Student Contracts
- Maintaining Status
- Grading
- Health Requirements
- Statement of Essential Abilities
- Professional Nursing Requirements
- Criminal Background Check
- Other Policies
- Credit Transfers
- Graduate Faculty Council
- Accreditation

## **Nursing | Information School of Nursing**

### **General Information**

The IU South Bend campus offers the Bachelor of Science in Nursing (B.S.N.), options for Registered Nurses (R.N.), and Master of Science in Nursing (M.S.N.) with a Family Nurse Practitioner major.

### **Accreditation**

The baccalaureate and master's programs at IU South Bend are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC, 20036, (202) 887-6791. We are very proud that the Commission on Collegiate Nursing Education, a national agency for the accreditation of baccalaureate and graduate-degree nursing education programs, accredited Indiana University South Bend, School of Nursing through 2020.

The baccalaureate nursing program at Indiana University South Bend is accredited by the Indiana State Board of Nursing, 402 W. Washington Street, Room W072, Indianapolis, Indiana, 46204, (317) 234-2043.

### **Membership**

The School of Nursing is an agency member of the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education. It is a Tier 1 member of the Indiana Center for Nursing.

### **Student Organizations**

#### **Sigma Theta Tau International**

The Alpha Chapter of the International Honor Society of Nursing was organized at Indiana University. Students in bachelor's and graduate degree programs, as well as community members, may be eligible for membership when they have demonstrated excellence in nursing and have shown superior academic and personal records.

Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau International.

### **Student Nurses' Association-**

Undergraduate students are eligible for membership in the National Student Nurses' Association, Indiana Association of Nursing Students, and IU South Bend's local chapter. This includes students enrolled in bachelor's degree programs, R.N. programs, and prenursing students. Individuals or organizations interested in furthering the growth and development of the National Student Nurses' Association obtain sustaining memberships. The chief purpose of the organization is to aid in the preparation of students for the assumption of professional responsibilities. Programs may encompass health care issues, legal aspects of nursing, interdisciplinary programs, and community programs.

### **General Policies**

#### **Program Planning-**

Students in the School of Nursing are responsible for planning their own programs and for meeting degree requirements. Academic advisors are available from the Office of Nursing Student Services to assist students in understanding degree requirements. It is important for students to acquaint themselves with all regulations and to remain properly informed throughout their studies.

All provisions of this publication are in effect as soon as a nursing student begins the Nursing Program. This includes both prenursing students newly admitted to IU South Bend and those changing their major to nursing.

Students interrupting their studies, students pursuing part-time study, or full-time students who take more than two years to complete prerequisite requirements are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in revision of degree requirements.

### **The Code of Ethics for Nurses**

Students preparing to enter the profession of nursing are expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses' Association in 1950 and most recently revised in 2001.

It is the student's responsibility to know, understand, and follow the Code of Ethics for Nurses.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimal patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
  6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
  7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
  8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
  9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
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 judgment. 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.

Failure to meet one or more of the essential abilities may hinder progression or result in dismissal from the Nursing Program. Any student who is questioning their ability to meet one or more of the essential abilities should contact the disability services officer at (574) 520-4479 prior to enrollment in nursing courses. Documentation of any requested accommodation must be submitted to the Admission, Progression, and Graduation Committee in the School of Nursing for review at least two months prior to matriculation into the nursing major.

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### Statement of Essential Abilities

Approved by the Indiana University School of Nursing, University Council of Nursing Faculty, April 26, 1993, and updated March 2004.

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU Nursing Program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment 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 judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to, observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities as well as information technology skills consistent with effective communication.
4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.

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### Students with Disabilities

The university is committed to helping temporarily and permanently disabled students make the transition to student life. Students with physical, mental, or learning impairments are encouraged to consult with advisors from the School of Nursing and Disability Support Services for assistance in meeting degree requirements.

Students with disabilities must meet all academic and technical skill requirements as outlined in the Statement of Essential Abilities and any other standards related to professional licensure. Modifications in the learning environment to assist students in meeting these requirements are made in accordance with federal and university guidelines and in consideration of individual needs. Disability Support Services is located on the first floor of the Administration Building.

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### Eligibility for Licensure -

Any person who makes application for examination and registration as a registered nurse in the state of Indiana shall submit to the Indiana State Board of Nursing at the Health Professions Service Bureau written evidence, verified by oath, that he or she:

- Completed an approved high school course of study or the equivalent, as approved by the appropriate educational agency
- Completed the prescribed curriculum in a state-accredited school of nursing and holds a diploma or certificate therefrom
- Has not been convicted of any act that would constitute a ground for disciplinary sanction under the state board rules and regulations or of any felony that has direct bearing on the individual's ability to practice competently

International students and graduates of schools of nursing that are outside the United States must meet the requirements of the Indiana State Board of Nursing for eligibility to sit for the National Council Licensing Examination (NCLEX).

## Nursing | Clinical Regulations

### Clinical Regulations

#### B.S.N. Student Policy Handbook

All nursing students are provided with a B.S.N. Student Policy Handbook at the clinical orientation beginning with the sophomore semester. This document is updated (at least) annually to reflect ongoing changes in clinical and program requirements and policies. While the School of Nursing provides these updates, it is the student's responsibility to maintain the currency of the handbook and refer to the most current regulations.

#### CPR Requirement

All nursing major students enrolled in clinical classes must present evidence of current health care provider certification prior to the beginning of each semester. Two options are available:

- American Heart Association's Basic Life Support for Health Care Provider level (preferred)
- American Red Cross CPR/AED for the Professional Rescuer

#### OSHA Regulations

Health requirements and OSHA regulations include annual education on blood borne pathogens. See the B.S.N. Student Policy Handbook for annual regulatory requirements. Clinical agencies may have additional requirements which must be met.

#### Health Requirements

All nursing students must show annual proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences. Specific instructions are distributed prior to clinical assignment. Special circumstances may arise which require additional action. Failure to meet health requirements and their deadlines makes the student ineligible for clinical classes and the student is administratively withdrawn from all nursing courses. The student is then considered to be out-of-progression in the Nursing Program. Detailed requirements and descriptions are provided in the B.S.N. Student Policy Handbook.

#### Criminal Checks

Federal mandates for clinical agencies require criminal history inquiries through certified background checks or designated alternate state or federal inquiry program. Students are responsible for applying for the criminal check and all fees associated with the check upon application to the major and prior to the seventh semester courses.

#### Health and CPR Requirements Upon Admission to the Nursing Program

In accordance with the Center for Disease Control (CDC) recommendations and local health facilities requirements, nursing students are required to provide:

- Immunization verification for Hepatitis B
- Immunization verification for TDap (Tetanus/Diphtheria/Pertussis) (within 10 years)
- MMR (two doses of MMR or two doses of ProQuad or mumps titer of 1:10 is required)

- Varicella vaccine or history of the disease
- Tuberculosis (TB) testing within three months of patient contact
- Up-to-date completed health evaluation (within one year)
- CPR (professional level) certification

Titers are acceptable forms of documentation. Any international student or student whose country of origin where TB is considered endemic must be tested at the IU South Bend Health and Wellness Center. Those testing positive will be required to have a blood test confirming their TB status. Requirements may change as recommendations of the CDC indicate. Specific, current information and guidelines can be found in the B.S.N. Student Policy Handbook.

The deadlines for submitting the health and safety requirements for students entering the fourth semester are:

#### Semester | Date

Fall semester | July 15

Spring semester | October 15

Summer semester | May 1

Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered and the student is considered to be out-of-progression in the Nursing Program. Students who come to class and are in noncompliance are not allowed to enter the clinical setting. Students admitted late to the Nursing Program are handled on a case-by-case basis.

All applicants are encouraged to begin gathering the necessary documentation to avoid delays upon admission. Even students admitted late must have all documentation on file with the School of Nursing prior to beginning the clinical nursing courses. Failure to do so results in the student being automatically withdrawn from all clinical nursing courses for which they are registered and the student is considered to be out-of-progression in the Nursing Program.

#### For Continuing Nursing Students

Nursing students are responsible for making sure they maintain current CPR certification status and annual TB screening. In addition, immunization status must be updated as necessary. It is the student's responsibility to monitor the status of these and to submit proper documentation to the School of Nursing in a timely manner. If any of these items expire during the course of the semester, certification must occur before the student may enroll in any clinical courses that semester. Additional requirements may be added as clinical regulations are updated. Clinical agencies have the right to request additional health and safety stipulations.

Documentation of annual TB screening, annual CPR recertification, and up-to-date immunization status must be submitted to the School of Nursing's student services office no later than August 1 for students enrolled in clinical nursing courses in the fall semester. If the student is enrolled in clinical nursing courses during the fall semester, documentation of CPR recertification, TB screening, and immunizations must be valid through December 20. If the student is enrolled for the spring semester, CPR recertification, immunizations, and TB screening documentation must be submitted to the

School of Nursing's student services office no later than December 1 and must be valid through May 15. For summer these must be valid May 1 to August 20. (For example, if a student's CPR certification expired on March 1, 2011, the student must successfully complete CPR recertification before he or she is allowed to begin spring 2011 semester classes.) Students who come to class, and are in noncompliance, are not allowed to enter the clinical setting.

For students finishing an incomplete grade in a nursing course with a clinical component, the CPR recertification, immunizations, and TB screening must be valid until the course requirements are complete.

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### Student Injuries

If a student is injured in a clinical agency, the student must report to the clinical instructor and follow the policy of the agency where the injury occurred. Students should also contact their primary care provider. Follow-up care may be required from the student's primary care provider at the student's expense.

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### Uniforms-

Strict uniform and appearance code regulations are enforced throughout the student's clinical experience. Guidelines for uniforms, agency dress codes, and professional appearance are located in the B.S.N. Student Policy Handbook.

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### Name Pin/IU South Bend Patch

Name pins are required for all clinical experiences, along with individual agency requirements for personal identification. Students are additionally identified as an IU South Bend student by a school patch or embroidery on their uniform. More information can be found in the B.S.N. Student Policy Handbook.

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### Supplies and Equipment

Students are required to purchase a laboratory skills supply pack and basic assessment equipment for the sophomore-year laboratories and clinicals. See B.S.N. Student Policy Handbook for details and estimated prices.

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### Health Insurance

The School of Nursing encourages students to carry health insurance and is not liable for any health problems requiring medical treatment. Health insurance information is available upon request.

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### Professional Liability Insurance-

All students in the School of Nursing having patient/client contact are covered under the malpractice contract for Indiana University. This liability insurance does not extend to employment outside of course-related activities. The student should know that failure to pay course and other fees results in noncoverage under Indiana University's malpractice contract. Such noncoverage makes the student ineligible to attend clinical classes.

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### APA Format

The most recent American Psychological Association (APA) format is the standard used for all written work in all nursing courses. Students should consult course syllabi for specific details.

### Remedial Course Requirements

Applicants to the Bachelor of Science in Nursing degree program must successfully complete all developmental courses in which they place.

Students interested in the Bachelor of Science in Nursing degree program should complete courses in mathematics as early as possible to facilitate completion of science prerequisite courses. Academic advisors will assist in identifying appropriate courses based on placement exam results.

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### Correspondence/Independent Study Courses

All required and elective courses for the nursing major, other than public speaking, available through the Indiana University Independent Study Program, must be taken for credit. Students should contact a School of Nursing academic advisor before enrollment. Students are required to have the academic advisor's signature for all correspondence courses used to satisfy degree requirements. Correspondence courses with nursing numbers do not satisfy residency requirements. Final examinations in all correspondence courses must be taken no later than six weeks prior to the expected graduation date.

Nursing students shall have completed any correspondence or independent study courses prior to enrollment in their final semester of the program, or register for the on-campus course in that final semester.

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### Portfolio Option

The portfolio review process is available to all students who believe that their prior experience can meet the learning objectives/competencies required of a specific nursing course within their program of study, subject to faculty approval. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes.

Students may exercise the portfolio option for all B.S.N. major courses listed for the degree as long as it does not interfere with other standing university or school course/credit hour policies related to progression or graduation. Undergraduate students must complete a minimum of 30 credit hours on the campus awarding the degree. Courses/credit hours which are reviewed for portfolio credit do not count toward undergraduate residency requirements. Contact the School of Nursing for portfolio guidelines.

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### Satisfactory/Fail Option

The School of Nursing, in grading undergraduate clinical nursing courses, uses the Satisfactory/Fail option. Grades are recorded as S or F. Students must demonstrate a satisfactory level of clinical competence and skill to receive a satisfactory grade in these courses. Satisfactory performance standards are stated in each course syllabus and faculty evaluate the quality of student clinical performances by these standards. Inability to receive a grade of S constitutes failure. An S indicates a grade of A, B, or C (2.0). Students receiving an F cannot progress in their Nursing Program until this deficiency is corrected.

**Note** | This is a School of Nursing policy for nursing courses and is not the same as the IU South Bend policy

for the Pass/Fail option located in the beginning of this publication.

### **Residency Requirements-**

A student must complete a minimum of 30 upper-division credit hours in the Indiana University School of Nursing Bachelor of Science in Nursing to be eligible for graduation. A maximum of 6 lower-division nursing credit hours may apply toward this residency requirement. Students must petition the appropriate academic officer to apply those lower-division nursing credit hours toward the residency requirement. Credit for correspondence courses and advanced standing by the validation process may not be used to meet residency requirements.

### **Associate of Science in Nursing Program Articulation**

Students wishing to pursue an Associate of Science in Nursing have several local options. IU South Bend and Ivy Tech Community College (South Bend) work closely to provide seamless educational choices. Ivy Tech Community College in South Bend can be contacted at (574) 289-7001, extension 5721, for additional information.

IU South Bend School of Nursing and Southwestern Michigan College have also agreed to work together to make the transfer process as smooth as possible. Students may complete prerequisite courses at IU South Bend, transfer to Southwestern Michigan College for the associate nursing degree, and return to IU South Bend for their Bachelor of Science in Nursing. Students interested in this option should contact the nursing department at Southwestern Michigan College at (269) 782-1000.

### **B.S.N. | for Registered Nurses Bachelor of Science (B.S.) in Nursing Program for Registered Nurses**

#### **(R.N. to B.S.N. / R.N.—B.S.N.)**

The IU South Bend School of Nursing degree program for Registered Nurses (R.N.) continuing their education through a B.S.N. degree strives to involve the R.N.'s talents, experiences, and expertise in the curriculum. As such, the curriculum prepares a generalist in professional nursing and serves as the basis for graduate studies. The purpose of the bachelor's degree program is to offer a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society.

For the R.N., the curriculum builds on the nurse's basic preparation and is designed to maximize their completed formal education and experiences in nursing. A bachelor's degree education begins with an ample foundation in the sciences and humanities to assist the graduate expand their appreciation for, and participation in, the broader community and culture. These general-education courses are typically offered in the traditional semester format in the evenings or during the day. The upper-division nursing courses prepare nurses for career enhancement and transitions in the changing health care system and world. In the classroom program, efforts are made to alternate these courses so that several courses are offered either on a single day or in the evenings.

The curriculum is also available in an all online format through the statewide RN-BSN consortium. Please

see the following website for additional information [www.iusb.edu/nursing/online\\_rnbsn.php](http://www.iusb.edu/nursing/online_rnbsn.php).

To help the R.N. meet the curriculum requirements in a flexible and individual manner, an advisor can clarify curriculum requirements as well as assist with the progression assessment and plan of study. Students must also meet the requirements for admission to IU South Bend.

### **Admission Requirements**

- Full admission to IU South Bend
- Verification of an active, unencumbered R.N. license
- Graduation from a National League for Nursing Accrediting Commission (NLNAC) accredited nursing program or a program with an established R.N. to B.S.N. articulation agreement with IU South Bend (articulation agreements are for in classroom program only)
- Minimum overall 2.7 GPA or greater (2.5 for online program) on a 4.0 scale
- Completed R.N.—B.S.N. application packet

### **Nursing | B.S. Index Bachelor of Science (B.S.) in Nursing**

#### **Index**

- Bachelor of Science in Nursing Degree Requirements
- Bachelor of Science in Nursing
- Bachelor's Degree Program Outcomes
- Academic Policies
- Admission, Progression, and Graduation Committee
- Academic Distinction
- Academic Standing of Prenursing Students
- Academic Standing
- Good Standing
- Grade Point Averages
- Probation
- Dismissal
- Reinstatement
- Program Admission
- Application and Admission Requirements
- Repeat Policy
- Seven-Year Limit
- Transfer Students
- Clinical Progression in the Nursing Program
- Out-of-Progression
- Resuming Progression
- Skills Validation Policy
- Clinical Hours Requirements
- Withdrawal Policies
- Graduation Requirements for the B.S.N.
- Completion of Degree Requirements
- Application for Licensure Examination

### **Nursing | B.S. Information Bachelor of Science (B.S.) in Nursing**

The Bachelor of Science in Nursing (B.S.N.) degree program strives to offer a creative curriculum for meeting the current and future health needs of society. The

curriculum prepares a generalist in professional nursing and serves as a basis for graduate study.

The B.S.N. degree program is offered at several Indiana University campuses. All campuses share similar admission standards, program outcomes, and courses. Admission and transfer policies are set by individual campuses and course sequencing may vary.

### Bachelor's Degree Program Outcomes

The purpose of the bachelor's degree program is to produce graduates who think critically; are culturally, ethically, and legally competent; are effective, politically aware, communicators and coordinators of community resources; and are competent providers of health care, professional role models, and responsible managers. The curriculum focuses on health and wellness as well as alterations in states of wellness and viewing persons as part of their environments.

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
- A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
- 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.
- An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
- 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.
- An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
- An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

### Academic Policies

Students admitted to the clinical nursing major should consult the current IU South Bend Bulletin, B.S.N. Student Policy Handbook and School of Nursing policy updates for additional policies governing their academic standing.

### Admission, Progression, and Graduation Committee

Comprised of nursing faculty, the Admission, Progression, and Graduation (APG) Committee addresses student concerns and issues related to admission, progression through, and graduation from the degree programs offered by the School of Nursing.

### Academic Distinction

To graduate with academic distinction, bachelor's degree candidates must complete a minimum of 60 credit hours at Indiana University. Academic distinction is conferred on graduates of the Bachelor of Science in Nursing, and is based on grades earned through the eighth semester.

### Academic Distinction

Highest Distinction | 3.83-4.00 GPA

High Distinction | 3.66-3.82 GPA

Distinction | 3.50-3.65 GPA

### Academic Standing of Prenursing Students

The following academic standards apply regarding retention, probation, and dismissal. Students are responsible for knowing about university academic standards (found under the section entitled Academic Regulations and Policies located in the beginning of this publication), and their current status in relation to these standards.

Total Hours Attempted	Dismissal (below retention)	Probation (above retention)	Good Standing
1-6	None	Below 2.0	2.0 and above
7-12	Below 1.0	1.0-1.99	2.0 and above
13-24	Below 1.5	1.5-1.99	2.0 and above
25-36	Below 1.8	1.8-1.99	2.0 and above
37+	Below 2.0	None	2.0 and above

### Academic Standing

The following academic standards apply regarding retention, probation, and dismissal in accordance with the Indiana University School of Nursing. These standards differ from those that apply to the IU South Bend campus only. Students enrolled in the B.S.N. degree program must follow the guidelines set forth by the Indiana University School of Nursing. Students are responsible for knowing about these academic standards and their current status in relation to these standards.

Hours Completed	Dismissal CGPA	Probation CGPA	Retention CGPA
1-5	Below 1.0	Below 2.0	2.0 and above
6-18	Below 1.325	1.325-1.999	2.0 and above
19-36	Below 1.825	1.825-1.999	2.0 and above
37-56	Below 2.000	No	2.0 and above

### Good Standing

To remain in good standing, nursing and prenursing students must:

- Maintain a grade of C (2.0) or above in each course required for the degree, including all general-education prerequisite courses, without more than one repeat in any course

- Not declare a Pass/Fail in any prerequisite general-education course requirement
- Maintain a grade of C (2.0) or above or an S (Satisfactory) in each nursing major course
- Maintain a CGPA of 2.0 or above
- Not be on probation and/or not be dismissed
- Be in compliance with the general policies of the School of Nursing

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### Grade Point Averages

#### Admission Grade Point Average

Admission Grade Point Average (AGPA) is a calculation of the minimum set of all work completed which meets application requirements. See program admission policies.

#### Cumulative Grade Point Average

Cumulative grade point average (CGPA) is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. Transfer course grade point average (GPA) is calculated in AGPA for B.S.N. application for admission. See B.S.N. degree program admission.

#### Nursing Grade Point Average

Nursing grade point average (NGPA) is a reflection of all work completed; including grades earned in initial and repeat enrollment (FX policy applies) that apply toward the requirements of appropriate programs. Courses transferred from other institutions are included in calculating this average.

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### Probation

#### Academic Probation

A prenursing student is placed on academic probation according to the policies of IU South Bend. A nursing student is placed on academic probation when the CGPA falls below 2.0 on a 4.0 scale. Academic probation is removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher. Nursing students should also see progression policies listed under Clinical Progression in the School of Nursing Program.

#### Disciplinary Probation

Disciplinary probation is administered under the Indiana University Code of Student Rights, Responsibilities, and Conduct, the Statement of Essential Abilities and Code of Ethics for Nurses.

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### Dismissal

A prenursing student is dismissed based upon the dismissal policies of IU South Bend, found earlier in this publication.

A nursing student is dismissed from the program when, in the judgment of the APG Committee, there is a lack of progress toward the degree. Lack of progress includes, but is not limited to the following:

- Failure to achieve a 2.0 semester GPA in any two consecutive semesters
- Failure to achieve a CGPA of 2.0 in any two semesters
- Failure to achieve a minimum grade of C (2.0) or S (Satisfactory) in any one nursing course (didactic or practicum/clinical) by the second attempt, or any two

nursing courses (didactic or practicum/clinical) on the first attempt

- Failure to meet Indiana University School of Nursing essential abilities expectations (refer to the Statement of Essential Abilities listed under General Policies of the School of Nursing in this section of this publication)

Dismissal may occur without prior probation.

Any student who is academically dismissed at one Indiana University campus is also in dismissal status at all other Indiana University campuses. Falsification of records and reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal (see Indiana University Code of Student Rights, Responsibilities, and Conduct).

The faculty reserves the right to dismiss any nursing student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct is judged according to the standards of the most recent Code of Ethics for Nurses as adopted by the American Nurses' Association and the IU School of Nursing Statement of Essential Abilities.

The dismissal of any nursing student is contingent upon review by the APG Committee on the campus of enrollment. Nursing student dismissal is subject to the appeal process on the campus of enrollment.

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### Reinstatement

Students who have been dismissed and desire reinstatement must submit a written request for reinstatement to the APG Committee. The written request must be submitted by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency.

Reinstatement requests are evaluated individually by the APG Committee on the basis of academic standing, potential for progress toward the degree, availability of resources, and satisfactory completion of any conditions and/or faculty recommendations existing at the time of dismissal. Reinstatement to the School of Nursing is not automatic and is limited to one review.

Appeals for immediate reinstatement are not considered except as warranted by extraordinary circumstances. In such cases, students reinstated by the APG Committee have prescribed standards of performance for the semester for which they are reinstated. Failure to meet these standards results in an irrevocable dismissal.

Students who are reinstated must adhere to policies in effect at the time of reinstatement. (See B.S.N. Student Policy Handbook, the IU South Bend Bulletin, and policy updates.)

A nursing student is reinstated only one time. A reinstated nursing student is dismissed from the School of Nursing upon failure of one additional nursing course, breach of the Code of Ethics for Nurses, the Statement of Essential

Abilities, or the Indiana University Code of Student Rights, Responsibilities, and Conduct (see dismissal policy). For reinstatement priority, refer to Clinical Progression in the Nursing Program section of this publication.

### Program Admission

Courses required for admission may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions. However, admission is campus specific and priority consideration is given to those students completing the majority of their coursework at IU South Bend. Admission to the major is highly competitive. Contact a student services advisor for more information.

Specific admission requirements vary from campus to campus at Indiana University. When choosing courses to meet curriculum requirements, students who begin their prenursing coursework on one campus of Indiana University but plan to apply for admission on another campus of Indiana University should be in close contact with the School of Nursing advisor on the campus to which they plan to apply. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another university by established deadlines. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation.

Admission to the university as a prenursing student and successful completion of the prerequisite coursework do not guarantee admission to the nursing major. The number of admitted students is limited to those who can be accommodated given available resources.

### Application and Admission Requirements

- Admission to Indiana University as a degree-seeking student.
- Maintenance of a cumulative grade point average of no less than 2.5 on a 4.0 scale.
- Maintenance of an application GPA of no less than 2.7 on a 4.0 scale. Although a 2.7 AGPA is the minimum required for application, admission is competitive and a higher AGPA may be required in a given application pool.
- Completion of chemistry (a one-year high school course, or CHEM-C 101 Elementary Chemistry 1, CHEM-C 121 Elementary Chemistry Laboratory 1 equivalent) with a grade of C (2.0) or higher within the past five years.
- Passing a comprehensive criminal background check and urine drug screening.
- Completion of the following required courses with a grade of C or higher by the second attempt:
  - CHEM-C 102 Elementary Chemistry 2
  - ENG-W 131 Elementary Composition 1
  - MICR-M 250 Microbial Cell Biology
  - MICR-M 255 Microbiology Laboratory (2 cr.)
  - NURS-B 108 Personal Health and Wellness (2 cr.)
  - PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
  - PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
  - PSY-P 103 General Psychology
  - PSY-P 216 Life Span Developmental Psychology

- SOC-S 161 Principles of Sociology

Application and admission are valid only for the semester designated. Students who are not offered admission upon the third application attempt become ineligible for admission. Students offered admission to the nursing major must enroll in nursing coursework at a time designated by the School of Nursing. Failure to enroll in nursing coursework in the designated semester necessitates reapplying to the program.

Students admitted to the nursing major must formally accept or decline admission to the degree program, in writing, prior to the beginning of the semester to which they are admitted. Students accepted to the program but decline acceptance must reapply to the program of choice and compete with the applicant pool for the semester in which they request entrance. Students have only two opportunities to decline admission in writing prior to losing their eligibility to apply.

Students admitted to the nursing major who withdraw from coursework within the first semester must reapply for admission to the program. These students have one opportunity for readmission, must reapply within a time frame that would allow the student timely completion of the program considering the seven-year limit of specific courses, and must adhere to the published dates for application on their campuses.

### Repeat Policy

The School of Nursing policy requires students to achieve a grade of C (2.0) in each required course. Students who earn a grade of less than C in a required course must earn a grade of C by the second completed attempt. Students who earn a grade of less than C in a required course are strongly urged to successfully complete the course in the next semester of enrollment, providing the course is offered.

Both prenursing and nursing students who do not successfully complete all required general-education courses with a minimum grade of C by the second completed attempt are ineligible for admission to the Nursing Program or are dismissed from the School of Nursing.

Students may repeat only three courses, or a maximum of 11 credit hours, of the required general-education courses in an effort to achieve a C or higher in each course (two science or three general-education electives). The School of Nursing follows the IU South Bend grade replacement policy.

### Seven-Year Limit

Courses in life span development, required sciences, and statistics must have been completed within seven (7) years prior to the semester in which a student begins the nursing major. This policy does not apply to registered nurses in the R.N. to B.S.N. program.

### Transfer Students Intercampus Transfer

Nursing students in good academic standing may seek intercampus transfer by petitioning the APG Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking an intercampus transfer should do so only at the completion of all nursing courses required in the

sophomore or junior year. Intercampus transfer requests submitted to the APG Committee that ask for mid-year transfer consideration is discouraged.

Intercampus transfer requests are evaluated individually on the basis of the student's academic record, the availability of space in the required courses, and faculty and facility resources.

Nursing students who wish to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the South Bend campus, the student must submit a written request for intercampus transfer to the APG Committee by July 1 for fall transfer, October 1 for spring transfer, and February 1 for summer session transfer.

### **Transfer from Non-Indiana University Nursing Program**

Nursing students in good academic standing at another university who wish to transfer should contact the School of Nursing director of student services. Nursing courses completed at other universities must be evaluated by the IU South Bend School of Nursing APG Committee for transfer equivalency and for student placement. Students must pass the skills validation examinations and supply extensive documentation, including copies of the syllabi for each nursing course completed at another university and a release of information form. These syllabi must be evaluated in comparison to the IU South Bend nursing courses. This process can take time; therefore, students are encouraged to contact the IU South Bend School of Nursing at least three months prior to the semester they wish to begin at IU South Bend.

A.S.N./A.D.N. nursing courses are nontransferable to the Bachelor of Science in Nursing degree program.

### **Dismissed Transfer Students**

IU South Bend School of Nursing does not accept students into the nursing major if the student has been dismissed or has a failing record from another nursing program, including Indiana University programs, in the past five years. If the five years have been exceeded an individual record review occurs.

### **Clinical Progression in the Nursing Program**

After admission to the Nursing Program, placement in nursing courses is based upon the following priority ranking:

1. Full-time, regularly progressing students.
2. Part-time, regularly progressing students.
3. Students who interrupted their studies but are in good academic standing.
4. Students who failed and successfully repeated a nursing course.
5. Students who need to repeat a nursing course.
6. Students who were dismissed and are reinstated.
7. Intercampus transfers.
8. Transfers from other nursing programs according to APG guidelines.

If additional criteria are needed to determine placement, the date of becoming out-of-progression and CGPA is used.

### **Out-of-Progression**

Nursing students who withdrew from the second sophomore semester, junior year, or senior year of coursework, or have failed a nursing course are considered to be out-of-progression. Students who do not meet health and safety requirement deadlines are considered to be out-of-progression. Nursing students who withdraw from all or part of the fourth semester of the Bachelor of Science in Nursing degree program must reapply to the program.

### **Resuming Progression**

Prenursing students who interrupt their studies and are in good standing may reenter at any time without prior approval of the School of Nursing. These students are subject to the policies in effect at the time of reentry and space availability.

Prenursing and nursing students in poor standing (or dismissed) must request approval to continue from the APG Committee. Students must include in their request a Plan for Success addressing areas of deficiency.

Nursing students who wish to reenter or progress must submit a written request for reentry to the APG Committee by July 1 for fall reinstatement, October 1 for spring reinstatement, and February 1 for summer session reinstatement. This request requires a list of the specific courses in which the student wishes to enroll and, as appropriate, an explanation of any extenuating circumstances that may have hindered academic performance, and a Plan for Success addressing areas of deficiency. All requests for progression are evaluated on the basis of available resources, and, if appropriate, on the satisfactory completion of any conditions and/or faculty recommendations existing at the time progression was disrupted.

Students who reenter must adhere to the academic policies in effect at the time of resuming studies.

For progression priority, refer to the previous section on Clinical Progression in this publication.

### **Skills Validation Policy**

Students who interrupt their studies are required to demonstrate validation of clinical skills to reenter the clinical courses. Also, transfer students who completed clinical courses in another program must successfully complete a clinical skills validation and mathematics proficiency examination prior to acceptance into the program. (See B.S.N. Student Policy Handbook for current skills validation requirements.)

### **Clinical Hours Requirements**

Clinical hour requirements are carefully calculated to meet academic and accreditation standards. Therefore, all clinical hours are mandatory and all missed time must be made up. See the B.S.N. Student Policy Handbook and/or course syllabus for specific clinical requirements and policies regarding missed time. Insufficient clinical hours results in course failure.

### **Withdrawal Policies**

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses if the official withdrawal forms are completed by the deadline dates established by the registrar's office for each semester. A

grade of W appears on student transcripts when students complete the official withdrawal forms and obtain the appropriate signature(s).

- Students enrolled in a modular (half-semester) nursing course must withdraw from that course before the course meets for the sixth time.
- After the ninth week of a sixteen-week course, the grade awarded is an F unless the student petitions the faculty for an exception to the policy. An exception may be granted only if the student has a didactic grade of at least C (2.0) or a clinical grade of S (Satisfactory), and has compelling reasons for withdrawing. The faculty and campus dean (or designee) determine if the grade of W is issued.
- A grade of F is recorded on the official transcript if a student stops attending but does not officially withdraw from a class.
- Students may be withdrawn from (a) nursing course(s) until a required prerequisite general-education course is satisfactorily completed.
- Students withdrawing from nursing coursework must complete this work prior to progression in the program.
- Withdrawal from a required nursing didactic course requires withdrawal from corequisite nursing clinical course(s).

Students who withdraw from the nursing major in the first semester must seek readmission to the program. Admission is subject to competitive review.

Withdrawal from Nursing Program courses constitutes a disruption in progression and requires that a student seek reinstatement or reentry to the program. (Refer to reinstatement and/or progression policies.)

Students withdrawing from required nursing coursework are considered to be out-of-progression students. The date of graduation for out-of-progression students is not guaranteed.

More than three academic withdrawals in a semester is considered lack of progress toward the degree. If a student withdraws from a didactic course that requires automatic withdraw from a corequisite course, this withdrawal from the two courses is counted as one withdrawal. A pattern of withdrawals may influence a request for consideration of progression, reinstatement, or reentry to the Nursing Program.

### **Graduation Requirements for the B.S.N.**

Students assume responsibility for meeting degree requirements and for filing an official application for a degree. Application for the degree must be made at the time of program planning for the final semester. The student must file the degree application with the School of Nursing recorder by September 15 for December graduation and by January 15 for May, June, or August graduation. Minors are declared and approved on the official application for degree and require the signature of the appropriate department chair to confirm completion of the minor.

Students in the Bachelor of Science in Nursing degree program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and

program planning assistance, students are accountable for complying with all published academic policies related to the Bachelor of Science in Nursing degree program. To be eligible for graduation from the program students must:

- Complete a minimum of 120 credit hours with a grade of C or higher in each course required for the degree. Of the 120 credit hours, 63 credit hours must reflect nursing major courses. Credit hours earned in remedial learning skill courses and repeated courses do not count in the 120 credit hour total, nor in the 63 nursing credit hour total.
- Achieve a grade of C or higher in all didactic courses applied to the B.S.N. degree and an S (Satisfactory) in all clinical/practicum courses.
- Achieve an Indiana University CGPA of at least a 2.0 (C). This includes all transfer coursework applied to the degree.
- Complete at least 30 credit hours of required nursing major courses on the Indiana University campus awarding the B.S.N. degree.
- Complete all B.S.N. degree requirements within six years of enrolling in the first nursing course in the nursing major.
- Apply for degree candidacy the semester prior to completing all degree requirements, following the published procedures on the campus awarding degree.
- Nonlicensed students are required to complete an NCLEX readiness examination.

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### **Completion of Degree Requirements-**

The registrar must receive all removal of Incompletes, deferred grades, special credit, and independent study grades no later than three weeks prior to the end of classes of the student's last semester or summer session before graduation.

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### **Application for Licensure Examination**

The School of Nursing makes available the necessary forms to take the National Council Licensure Examination (NCLEX) in Indiana. Those students taking the examination in other states are responsible for obtaining the appropriate forms from those states. It is the student's responsibility to complete the application procedure and meet the mailing and payment deadlines for taking the NCLEX.

The School of Nursing administers required assessment tools for preparation for the NCLEX in the last semester of the program. These are outlined in the current B.S.N. Student Policy Handbook and/or the final semester courses.

### **Nursing | B.S. Curriculum Bachelor of Science (B.S.) in Nursing**

#### **4-Year Degree Plan (Sample)**

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### **Curriculum Design**

Coursework in the B.S.N. curriculum is divided into two separate areas: general education and nursing.

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### **Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

### General Education

For a more detailed description of the IU South Bend general-education curriculum, see a list of approved classes.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

General-education courses help lay the foundation for the nursing courses and also serve to provide the student with a well-rounded education. The general-education portion of the B.S.N. curriculum consists of approximately 60 credit hours, divided into area or course clusters. The campuswide general-education requirements are incorporated into the program of study. Although some courses may meet the requirements of more than one cluster, a single course can only be used to meet one requirement. All courses required for the degree must be taken for a grade. Certain courses require prerequisite or developmental courses, which are not listed here.

### Campuswide Curriculum (33-39 cr.)

#### Fundamental Literacies (16-22 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | PHIL-P 140 Introduction to Ethics
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | NURS-S 485 Professional Growth and Empowerment
- **Quantitative Reasoning** | Select one of the following:
  - MATH-K 300 Statistical Techniques for Health Professions
  - NURS-H 355 Data Analysis/Practice and Research
  - PSY-P 354 Statistical Analysis in Psychology
  - SOC-S 351 Social Statistics
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | CSCI-A 106 Introduction to Computing (or approved computer literacy course)

#### Common Core Courses (9 cr.)

Complete one course from each of the following three areas, as designated in the Schedule of Classes. **One course must be at the 390- or 399-level.**

- **The Natural World** | Select N 190 The Natural World (astronomy, biology, chemistry, computer science, geology, mathematics, or physics)
- **Human Behavior and Social Institutions** | Waived for B.S.N. majors
- **Literary and Intellectual Traditions** | Select T 190 Literary and Intellectual Traditions (comparative literature, English, French, German, history, history and philosophy of science, philosophy, or Spanish)
- **Art, Aesthetics, and Creativity** | Select A 190 Art, Aesthetics, and Creativity (comparative literature, English, fine arts, music, or theatre)

#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | SOC-S 161 Principles of Sociology
- **Health and Wellness** (2 cr.) | NURS-B 108 Personal Health and Wellness (2 cr.)

### Additional Requirements

- Science (Critical/Analytical) Cluster (27 cr.)
- CHEM-C 102 Elementary Chemistry 2
- MICR-M 250 Microbial Cell Biology
- MICR-M 255 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
- PSY-P 103 General Psychology
- PSY-P 216 Life Span Developmental Psychology

### Nursing Requirements

The degree program has 63 credit hours of required nursing courses. Students must be formally admitted to the nursing major to enroll in the following nursing courses. The nursing course sequence is identified by semester numbers and is generally completed in the order shown below. Nursing core courses begin with the fourth semester in the sophomore year. Students are required to successfully complete the entire set of courses which the School of Nursing designates each semester and must complete each level before progressing to the next level (sophomore, junior, senior).

#### Fourth or Sophomore Two (12 cr.)

- NURS-B 232 Introduction to Discipline
- NURS-B 244 Comprehensive Health Assessment
- NURS-B 245 Health Assessment: Practicum (1 cr.)
- NURS-B 248 Science and Technology of Nursing
- NURS-B 249 Science and Technology of Nursing: Practicum (1 cr.)
- NURS-B 251 Fundamentals of Nursing Clinical (1 cr.)

#### Fifth or Junior One (13 cr.)

- NURS-B 216 Pharmacology
- NURS-H 351 Alterations in Neuro-Psychological Health
- NURS-H 352 Alterations in Neuro-Psychological: Practicum (2 cr.)
- NURS-H 353 Alterations in Health I
- NURS-H 354 Alterations in Health I: Practicum (2 cr.)

#### Sixth or Junior Two (13 cr.)

- NURS-H 361 Alterations in Health II
- NURS-H 362 Alterations in Health II: Practicum (2 cr.)
- NURS-H 366 Nursing Care of Children and Their Families
- NURS-H 367 Nursing Care of Children and Their Families: Clinical (2 cr.)
- NURS-H 368 Nursing Care of Childbearing Families (2 cr.)
- NURS-H 369 Nursing Care of Childbearing Families: Clinical (1 cr.)

**Seventh or Senior One (13 cr.)**

- NURS-H 365 Nursing Research
- NURS-S 470 Restorative Health for Systems
- NURS-S 471 Restorative Health Related to Multi-System Failures: The Practicum (2 cr.)
- NURS-S 472 A Multi-System Approach to the Health of the Community by R.N.-B.S.N.
- NURS-S 473 Health of the Community: Practicum (2 cr.)

**Eighth or Senior Two (12 cr.)**

- NURS-S 481 Nursing Management
- NURS-S 482 Nursing Management: Practicum
- NURS-S 483 Clinical Nursing Practice Capstone
- NURS-S 485 Professional Growth and Empowerment (meets visual literacy requirement)

**R.N.-B.S.N. | Curriculum****R.N.—B.S.N. Curriculum****About the R.N.—B.S.N. Program**

At IU South Bend, a minimum of 120 credit hours are required for the B.S.N.; 53 credit hours of general education, 33 credit hours of R.N.—B.S.N. nursing courses, and 35 credit hours of special credit for previous nursing coursework.

**Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**General Education**

A minimum of 53 credit hours in general-education courses are required for the R.N. in the B.S.N. degree completion program. Courses in addition to those required can be selected from the cluster course list available from an advisor. Courses from accredited schools can be transferred in and applied to the B.S.N. Submission of an official credit transfer report (CTR) to the School of Nursing is required for all work being transferred from another school. To obtain an official CTR, the student must request an official transcript from the other institution(s) to be forwarded to the IU South Bend Office of Admissions for evaluation. Each student record is individually evaluated for applicability of courses toward the campus general-education requirements and the B.S.N.

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see pages 35-40 in this publication.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes or approved for transfer.

**Campuswide Curriculum for Transfer Students (18 cr.)**

Students who transfer to IU South Bend with 56 credit hours or more toward graduation are required to complete, at a minimum, one 300-level common core course at IU South Bend in any of the four areas with the advice of their major program. In addition, they are required to complete the campuswide general-education requirements in the fundamental literacies, Oral Communication, Computer Literacy, and Quantitative Reasoning; and one of the 3 credit hour contemporary social values courses in either Non-Western Cultures or Diversity in United States

Society. See additional requirements for R.N.'s under this section.

**Fundamental Literacies (12 cr.)**

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Waived for R.N.'s
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Waived for R.N.'s
- **Quantitative Reasoning** | Select one of the following (or its equivalent):
  - MATH-K 300 Statistical Techniques for Health Professions
  - NURS-H 355 Data Analysis/Practice and Research
  - SOC-S 351 Social Statistics
- **Information Literacy** | Waived for R.N.'s
- **Computer Literacy** | Waived for R.N.'s

**Common Core Courses (3 cr.)**

R.N.'s complete one 300- or 399-level course from the following four areas, as designated in the Schedule of Classes.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

**Contemporary Social Values (3 cr.)**

R.N.'s must complete one course from the following two areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list

**Additional Requirements (40 cr. minimum)**

- MICR-M 250 Microbial Cell Biology
- PHIL-P 140 Introduction to Ethics\*
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- Electives from cluster course list

If anatomy, physiology, and microbiology courses total less than 12 credit hours, or if microbiology was not required by the R.N.-granting program, a biologically-based science course is required. Courses should be equivalent to the listed courses. Credit hours may vary.

**Nursing Course Requirements (30 cr.)**

- NURS-B 231 Communication Skills for Health Professionals
- NURS-B 304 Professional Nursing Seminar 1: Health Policy
- NURS-B 404 Professional Nursing Seminar 2: Informatics

- NURS-H 365 Nursing Research
- NURS-S 474 Applied Health Care Ethics
- NURS-S 475 A MultiSystem Approach to the Health of the Community R.N.-B.S.N.
- NURS-S 483 Clinical Nursing Practice Capstone
- NURS-S 487 Nursing Management R.N.-B.S.N.

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### Nursing Electives

Select two of the following:

- NURS-B 216 Pharmacology
- NURS-B 244 Comprehensive Health Assessment
- NURS-B 403 Gerontological Nursing
- NURS-K 301 Complementary Health Therapies
- NURS-K 304 Nursing Specialty Elective
- NURS-K 305 New Innovations in Health and Health Care
- NURS-K499 Genetics and Genomics

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### Prior Learning Credits

A total of 35 credit hours of B.S.N. nursing courses are credentialed through special credit awards for nursing courses from the R.N.'s accredited Nursing Program. These are placed on the transcript upon successful completion of NURS-B 304 Professional Nursing Seminar 1: Health Policy and NURS-B 404 Professional Nursing Seminar 2: Informatics. The R.N.-B.S.N. Program values prior learning and seeks to develop and maintain a process for assessing/validating/evaluating prior learning in order to award course credit or exemption for undergraduate nursing courses through the portfolio process.

The elective course NURS-K 304 Nursing Specialty Elective can be used to award credit for having or obtaining national nursing certification.

### Nursing | Second Degree B.S.N. Track Second Degree B.S.N. Track

The second degree B.S.N. Program track is designed for non-nurses with an earned bachelor's degree in a disparate discipline who are interested in earning a second undergraduate degree.

To be considered for the second degree B.S.N. Program track, students are eligible to apply for admission upon completion of all required science and core general-education prerequisites. Once accepted, students complete the full-time program in fifteen months using the full calendar year.

### Additional Requirements for Admission

- Apply for and be granted admission to IU South Bend.
- Apply to IU South Bend School of Nursing's second degree program.
- Provide documentation showing a previously earned bachelor's degree in a nonnursing field. Transcript(s) should demonstrate a minimum overall undergraduate degree GPA of 2.5 on a 4.0 scale.
- A minimum application GPA of 3.0 on a 4.0 scale is required for all core science prerequisites and general-education courses counting toward the B.S.N. degree.
- A personal statement to include a response to a question, as directed on the application.

- Personal interview for applicants selected from initial review by the APG committee.
- Pass criminal background check and urine drug screen

The second degree program option typically begins studies during IU South Bend's summer session.

All academic policies in effect for the B.S.N. degree program apply for the second degree B.S.N. Program track.

### Nursing | M.S. Master of Science (M.S.) in Nursing

#### Program Description

The Master of Science in Nursing (M.S.N.) degree program at IU South Bend prepares its graduates for leadership roles in advanced nursing practice as Family Nurse Practitioners. The goal of the M.S.N. is to develop nurses with the advanced practice nursing skills to increase the potential of our regional health care delivery system to improve the health of our communities. Program graduates will be eligible to seek certification as a Family Nurse Practitioner (FNP).

The M.S.N. Family Nurse Practitioner Program is a 42 credit hour, postbaccalaureate graduate degree. Applicants to the program must hold a Bachelor of Science in Nursing degree from an accredited institution. The curriculum is roughly divided into two major sections: preclinical and clinical coursework. The preclinical courses provide the student with a core foundation for advanced practice. Clinical courses build upon that foundation, adding knowledge and its application in the direct clinical experience of advanced practice nursing. All degree requirements must be completed within six years of initial program enrollment.

The program is designed to meet the educational needs of working Registered Nurses, and is structured as a cohort-based, year-round, part-time study model. Degree requirements may be met through a combination of distance accessible and campus-based coursework. Clinical work is arranged in consultation and is undertaken under the guidance of a faculty member and a preceptor. Clinical placements are designed to meet individual goals as well as overall learning objectives.

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#### Program Outcomes

The graduate of the M.S.N. degree program will be prepared to do the following:

- Model excellence in nursing leadership to improve nursing practice within a complex health care system
- Perform advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice
- Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing
- Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing

- Frame problems, design interventions, specify outcomes and measure outcome achievement while balancing human, fiscal, and material resources to achieve quality health outcomes
- Use information technology and knowledge-based resources to manage and transform data that informs clinical practice
- Systematically apply knowledge from research findings and best evidence to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
- Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context
- Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services
- Engage in life-long learning activities that contribute to professional development as well as the advancement of nursing

### Program Admission

Admission to the IU South Bend School of Nursing M.S.N. Family Nurse Practitioner Program is selective, requiring faculty approval. Admission is based upon the applicant qualifications as evidenced by previous academic performance, statement of professional aspirations, and references. A personal interview may be requested. The following criteria must be met for unconditional admission:

- **Minimum undergraduate GPA requirement of 3.0 or higher** on a 4.0 scale from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program or GRE within the past two years with results to the graduate council by April 1 for a GPA less than a 3.0.
- **Two years of full-time relevant clinical practice as an RN** or equivalent in the past five years.
- **Official transcripts** from all postsecondary coursework.
- **Copy of current Indiana Registered Nurse (R.N.) license** | A copy of the current Indiana license must be submitted at the time of application. Current unencumbered licensure as a R.N. in Indiana is requisite. Applicant must also complete a form attesting there is no action pending or have been taken against their licensure in Indiana or any other state they currently hold or have held a license to practice nursing or health care. International applicants not yet licensed in the United States will need to submit evidence of passing the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination before applying for an R.N. license in Indiana.
- **300-level course in statistics** | Grade to be documented by transcript or current enrollment at IU South Bend. Applicants must attain a grade of B– or higher in a 3 credit hour, 300-level (or higher) class, taken within the last five years of the date of application. Applicants may request review of courses below the 300-level for acceptability; such a request must be accompanied by course syllabi, not course descriptions.

- **Essay (goal statement)** | A 250-word essay following the guidelines stated in the online admission form.
- **Computer skills** | Verification of ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
- **Evidence of proficiency in English as a foreign language** | Applicants whose native language is not English must take the Web-based version of the Test of English as a Foreign Language (TOEFL), which has a speaking portion. The applicant's score must meet the requirements of the IU South Bend Office of Graduate Admissions.
- **Statement of essential abilities** | Applicants must attest that they meet the requisites of the essential abilities policy of the School of Nursing. The policy states that students must demonstrate the designated technical standards or essential abilities in a variety of areas (judgment, neurological function, emotional coping skills, intellectual/ conceptual skills, and other behavioral attributes) as well as meet all program progression criteria.
- **References** | Applicants need three professional references. Persons providing references must submit them via the online reference form.
- **Criminal background check** | Applicants must provide verification and results of a federal criminal background check within the past 12 months. IU South Bend School of Nursing has specific requirements for the criminal background check. Applicants are encouraged to review the procedure and specific requirements with the graduate program director prior to completion of application materials.

### Clinical Practice

Application may be made during the cycle when the two years of experience as an R.N. will be reached.

- **GRE** | The Graduate Record Examination is not required; but may be taken as supplemental required admission materials if applicant does not have a 3.0 undergraduate AGPA.

Provisional admission may be granted to applicants not meeting all admission criteria in some selective situations. Provisional admission is granted upon recommendation and endorsement of the IU South Bend Graduate Faculty Council. Students admitted with provisional admission status will be placed on academic probation and must meet the stated terms of their probationary status to progress in the program.

Admission is valid only for the enrollment period designated in the admission letter. Deferred admission may be granted upon written request of the applicant; deferred admission may be subject to changes in admission policies or requirements of the later enrollment period. Reapplication is required if a written request for deferred admission is not made at the time of initial application.

### Admission Process

Applicants to the M.S.N. degree program should visit [www.iusb.edu/%7egraduate](http://www.iusb.edu/%7egraduate) and follow the directives that are posted for program-specific online admission. International students must apply through the IU South Bend Office of International Student Services.

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### Curriculum Sequence

All courses are 3 credit hours, unless otherwise designated.

The proposed curricular sequence for the M.S.N. Family Nurse Practitioner Program is as follows. The faculty and administration reserve the right to change the curricular sequence as needed to maintain program integrity.

#### Semester One

- NURS-N 504 Leadership for Advanced Nursing Practice
- NURS-Y 515 Pathophysiology (4 cr.)

#### Semester Two

- NURS-N 502 Theory I
- NURS-Y 612 Pharmacology Primary Care Nurse Practitioners

#### Semester Three

- NURS-F 570 Assessment of Individuals, Families, and Communities
- NURS-Y 535 Dynamics of Family Health Care

#### Semester Four

- NURS-R 500 Nursing Research Methods I
- NURS-F 574 Primary Health Care Nursing-Adults

#### Semester Five

- NURS-F 572 Primary Health Care Nursing-Children
- NURS-Y 620 Advanced Primary Care and Office Management Procedures

#### Semester Six

- NURS-F 576 Primary Health Care Nursing-Women
- NURS-R 590 Scholarly Project

#### Semester Seven

- NURS-F 578 Primary Health Care Nursing-Families (5 cr.)

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### Academic Standing

#### Good Standing

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

#### Disciplinary Probation

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserves the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate the student's unfitness to continue preparation for professional nursing.

#### Academic Probation

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. Students who are placed on academic probation for two semesters will be dismissed from the program.

#### Clinical Placements

Students are responsible for finding their own primary care clinical placements. No student is to have a clinical placement in a specialty area during the "Adults, Pediatrics, or Women's Health" rotation other than what is specified in the course. Students may have 25% of their time in the Families course in a specialty area as long

as that specialty is related to primary care. The student must be delivering hands on patient care. In-hospital or observation situations are not acceptable. The specialty area must be cleared with the course faculty.

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### Student Contracts

If a student receives a one or two in any area on the clinical evaluation form by the preceptor, faculty or student, the Graduate Program Director will be informed and an emergency Graduate Faculty Council meeting will be held to determine the course of action for the student. If the student is required to have extra clinical time, the student is to pay the clinical faculty \$35 per hour for each additional visit (including transportation to and from the facility) that faculty must make. If a student receives an average of a B- or below at any time during any course taken during the program, the issue will come before the Graduate Program Director and possibly the Graduate Faculty Council for further course of action for the student.

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### Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students admitted on probation who fail to remove the conditions of admission within one semester will be dismissed from the program.
- Students attaining an unsatisfactory grade (below B-) in any course may repeat the course only once. If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed. Evidence of lack of progress toward the degree is described as failure to successfully attain a B- or higher in a course in which an unsatisfactory grade has been previously received. This means that a student will be dismissed from the MSN program if the student fails to achieve a minimum grade of B- or S (Satisfactory) in any one nursing course (didactic or practicum/clinical) by the second attempt, or any two nursing courses (didactic or practicum/clinical) on the first attempt. Students who do not complete all degree requirements within six years following initial registration will be dismissed. Students may appeal their dismissal to the Graduate Faculty Council. A dismissal can be appealed one time.

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### Grading Scale

All courses in the IU South Bend School of Nursing M.S.N. degree program utilize the following grading scale in all nursing courses. An attainment of at least a B-, or 80 percent, is required to successfully pass a course. Failure to receive a final grade of B- will require the student to retake the course.

The official grade code of Indiana University includes quality points for the purpose of determining the cumulative grade point average. See page 31 for the grading code scale.

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### Health Requirements

Students must meet the same immunization and health requirements as stated for undergraduate nursing students.

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**Statement of Essential Abilities**

Graduate students must meet the same essential abilities as stated for undergraduate nursing students.

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**Professional Nursing Requirements**

Students must maintain active health care provider level CPR status and Indiana R.N. licensure. Two years of relevant full-time clinical practice, or its equivalent, as an R.N. in the past five years are required. Application may be made during the cycle when the two years of experience as an R.N. will be reached.

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**Criminal Background Check**

Criminal history background checks are required of all graduate nursing students in compliance with state and federal (House Bill 1633) regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges. An updated check for an enrolled student might have a bearing on the clinical site in which the student will be placed. Students will be asked to complete a criminal disclosure form each year in the fall.

A past criminal history may become a significant barrier to clinical practicum rotation placements. In addition, current Indiana law states that individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system. While a conviction of a crime does not automatically disqualify a student from participation in community-based clinical, a criminal history may be grounds for denying progression depending on the facts and circumstances surrounding each individual case.

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**Other Policies**

In addition to policies described under the general statement of the School of Nursing, the following policies govern master's study in particular.

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**Credit Transfers**

Students must obtain the consent of the graduate program director before credit earned at other institutions may be added to the official transcript. A maximum of 6 credit hours with a minimum grade of B in courses that fulfill the curriculum requirements may be transferred from an accredited college or university with the consent of the graduate program director. Credit hours used to meet requirements for the Bachelor of Science in Nursing may not be used toward the Master of Science in Nursing. Students wishing to take graduate-level courses at another university to transfer to IU South Bend are highly encouraged to seek advising regarding credit transferability. Requests to transfer courses are reviewed on an individual basis. Specific information regarding transfer of credit hours can be obtained from the graduate program director.

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**Graduate Faculty Council**

The Graduate Faculty Council is a group of nursing faculty and administration who have the primary function of overseeing the development, delivery and assessment of the curriculum and program. The Graduate Faculty Council is responsible for the development and enactment of nursing graduate studies policies and procedures pertaining to student issues, including admission, progression and graduation.

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**Accreditation**

The School of Nursing is accredited by the Commission on Collegiate Nursing Education and the Indiana State Board of Nursing, Health Professions Bureau.

## Complementary Health | Minor

### Complementary Health

**Cynthia Sofhouser, Ph.D. | Coordinator**  
**Northside Hall 446 | (574) 520-4336 |**  
[www.iusb.edu/nursing/ch\\_minor.php](http://www.iusb.edu/nursing/ch_minor.php)

#### About Complementary Health

Lay and professional discourse surrounding complementary therapies abounds and consumers are seeking out and using them. Therefore, it is critical that all interested students, particularly future health care providers, be given the academic opportunity to learn about and explore complementary therapies and the issues surrounding their use. Students achieving a minor in complementary health gain a thorough understanding of a number of complementary therapies. This understanding involves exploring the foundational belief systems of these therapies and the cultures from which they are derived. Students critically examine complementary therapies in light of the disease processes for which they are prescribed as well as explore the inherent political, economic, and ethical issues surrounding these therapies.

Any interested IU South Bend student may complete a minor in complementary health. Students interested in pursuing a minor must register their intentions with the School of Nursing and consult with a faculty advisor prior to enrollment in required core courses.

#### Minor in Complementary Health

The minor in complementary health consists of 15 credit hours and is awarded by the School of Nursing on the IU South Bend campus. Students are required to take a core of two required courses for a total of 6 credit hours and a 1 credit hour capstone course. The two required courses may be taken in any order to facilitate student completion of the minor. However, it is recommended that students take NURS-K 301 Complementary Health Therapies before NURS-K 401 Integrative Health.

Students may select a total of 8 credit hours of electives to fulfill the requirements of the minor. Elective courses enable the student to expand and build upon knowledge acquired in the core courses. Selection of electives permits the student to personalize the minor in a way that proves most helpful in their chosen field. Acceptance of elective courses for credit toward the minor is granted by the IU South Bend School of Nursing Admission, Progression, and Graduation (APG) Committee.

#### Minor Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Core Courses (7 cr.)

- NURS-K 301 Complementary Health Therapies
- NURS-K 401 Integrative Health
- NURS-K490 CI Elective (1 cr.)

#### Electives (8 cr.)

- ANTH-E 320 Indians of North America
- NURS-K 300 Transcultural Health Care
- NURS-K 421 American Health Care: International Experience (2-3 cr.)
- NURS-W 221 Native Uses of Herbs (1 cr.)

- NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)
- NURS-Z 492 Individual Study in Nursing (0.5-6 cr.)
- WGS-W 221 Native Uses of Herbs (1 cr.)

Additional courses dealing with complementary health related issues may be reviewed and considered (aroma therapy, nutrition, healing touch, etc.). Courses on Asian cultures or other non-Western cultures are particularly helpful, since most complementary therapies are derived from teachings indigenous to those cultures.

## Radiography, Medical Imaging, and Allied Health | Index

### Radiography, Medical Imaging, and Allied Health

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[radiography.iusb.edu](http://radiography.iusb.edu)

#### Faculty

Director | **Howard**  
 Clinical Assistant Professor | **Howard**  
 Medical Imaging Clinical Coordinator/Lecturer | **Balmer**  
 Radiography Clinical Coordinator/Lecturer | **H. Walker**  
 Program Advisor | **Joy**

#### Undergraduate Degree Offered

Bachelor of Science in Medical Imaging Technology

#### Associates Degree Offered

Associate of Science in Radiography

#### Index

- Allied Health
- Radiography
- Medical Imaging Technology Program

#### Allied Health | Index

##### Allied Health

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#### Preprofessional Programs

Several preprofessional programs in Allied Health Sciences are available at IU South Bend. Students completing prerequisite courses and application requirements are eligible to apply for acceptance to the Clinical/Professional Programs listed at Indiana University-Purdue University Indianapolis and other Indiana University regional campuses. Preprofessional programs currently available at IU South Bend include

- Clinical Laboratory Science
- Cytotechnology
- Health Information Administration
- Medical Laboratory Technology
- Nuclear Medicine
- Paramedic Science
- Respiratory Therapy
- Radiation Therapy
- Master of Occupational Therapy
- Doctor of Physical Therapy

#### Enrollment and Advising

All students interested in pursuing an Allied Health Preprofessional Program should contact the radiography, medical imaging, and allied health [program advisor](#) for orientation and advising sessions. The program advisor

helps the student choose the appropriate courses and semester sequence to complete the prerequisite.

### Radiography, Medical Imaging, and Allied Health | Index

#### Radiography, Medical Imaging, and Allied Health

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#### Associates Degree Offered

- Associate of Science in Radiography | Degree Plan

#### Radiography Program Index

- Mission Statement
- About the Radiography Program
- Graduates of the Program
- ARRT Certification Eligibility
- Indiana Certification Requirements to Practice
- Credentials Required to Practice
- Educational Program
- Length of the Program
- Structure of the Program
- Design of the Professional Curriculum
- Program Facilities
- Accreditation
- General Policies
- Program Planning
- Code of Ethics
- Admission
- General Information
- Transfer Students
- Intercampus Transfer
- Transfer from Non-Indiana University Radiography Program

#### Preradiography Program Index

- Authorization for PHSL-P261 Human Anatomy and Physiology I
- General Education Courses
- Minimum Qualification
- Criminal History Background Checks
- Clinical Experience Rotations
- Drug Policy
- Program Application Deadline
- Completion of 20 Credit Hours
- Minimum Grade Requirements
- Minimum Cumulative Grade Point Average
- Overall CGPA (Working Cumulative GPA)
- Start Over
- Technical Standards
- Program Professional Standards

- Interview
- Volunteer Experience

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### Clinical/Professional Program Index

- General Information
- Admission Criteria
- Clinical Professional Program Curriculum
- Withdrawal and Reinstatement
- Awards
- Graduation Requirements

### Radiography | Information Mission Statement

The mission of the Radiography Program is to provide students with a comprehensive education in radiography and to prepare them to enter the radiographic profession as a competent entry-level diagnostic radiographer. The student is to be exposed to all available methods of instruction in both didactic and clinical radiography, including the cognitive (problem solving and critical thinking) psychomotor, and affective domains. Upon graduation from the degree program the student is to be sufficiently prepared to pass the National Registry Examination.

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### About the Radiography Program

Radiography is an art and science which involves the medical imaging of patients to produce a radiograph for the diagnosis of disease. The main goal of the radiographer is to produce the highest quality diagnostic image using ALARA (As-Low-As-Reasonably-Achievable) Radiation Standards with a minimum amount of patient discomfort.

A radiographer's job duties involve multiple areas of expertise—trauma, surgery, fluoroscopy, portable/mobiles, and general diagnostic radiography. Constant growth in the field has created many new and exciting careers in Ultrasound (US), Pet Scan, Computerized Tomography (CT), Magnetic Resonance Imaging (MRI), cardiovascular/interventional radiography, radiation therapy, and nuclear medicine.

The radiographer functions in many different roles within the health profession. They may work independently or interact with other members of the health care team such as radiologists, surgeons, emergency medicine physicians, cardiologists, and nurses. Radiographers are employed in hospitals and out-patient facilities such as occupational and urgent care centers, clinics, imaging centers, and doctors' offices.

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### Graduates of the Program

Graduates receive an Associate of Science degree in radiography (ASR) and are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Technologist R.T.(R).

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### ARRT Certification Eligibility

Issues addressed by the ARRT Rules of Ethics include convictions, criminal procedures, military court martials, or any matter described as a gross misdemeanor, misdemeanor, or felony act(s).

Candidates are required to report charges or convictions that have been withheld, deferred, stayed, set aside,

suspended, or entered into a pre-trial diversion, or involved a plead of guilty or no contest (nolo contendere). Candidates do not need to report juvenile convictions that were processed in juvenile court, traffic citations that did not involve drugs or alcohol, or offenses that were previously reported to and formally cleared by ARRT.

Candidates who had any license, registration, or certification denied, revoked, suspended, placed on probation, or subjected to discipline by a regulatory authority or certification board (other than ARRT) must contact the ARRT.

Additionally, candidates for certification are required to disclose any honor code violations that may have occurred while attending any institution of higher education (probation, suspension, or dismissal). If any of these situations apply or if a candidate is uncertain about a potential probable cause (drunk driving, possession of alcohol, possession or use of an illegal substance), they must contact the ARRT at (651) 687-0048 to discuss their particular case. This is to prevent the student from having completed the Associate of Science degree program only to be found ineligible to take the ARRT examination.

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### Indiana Certification Requirements to Practice

State certification is required to operate a unit that produces ionizing radiation. The state accepts the ARRT registry for certification.

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### Credentials Required to Practice

R.T.(R) Radiologic Technologist

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### Educational Program

#### Length of the Program |

The Radiography Program is a 34+ month program.

#### Structure of the Program |

The Radiography Program is a systemwide program offered at several Indiana University campuses. Although the campuses may have comparable admission standards, program outcomes, and courses, each is individually accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Additional admission and transfer policies are set by individual units. Course content and sequencing may vary.

The general-education courses may be taken on a part-time basis; the clinical/professional program is presented in a full-time, day format, with minimal weekend and evening clinical education.

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### Design of the Professional Curriculum |

The curriculum follows a pattern designed to educate the radiographer to become adept in the performance of any medical diagnostic radiographic procedure. Courses in radiographic principles, radiographic procedures, clinical application of theory, digital imaging, radiation protection, radiobiology, pathology, and general education are included in the curriculum. Students also receive instruction in the theory and practice of other specialty diagnostic imaging modalities.

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### Program Facilities |

Program facilities of the Radiography Program are located on the campus of IU South Bend. Clinical education classes are conducted in the radiology departments of area institutions: Memorial Hospital of South Bend; St.

Joseph Regional Medical Center campuses in Plymouth and Mishawaka; Elkhart General Hospital; and IU Health—Goshen Hospital.

### Accreditation |

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

### General Policies

#### Program Planning |

Program advisors are available to assist students in planning for their program and for meeting degree requirements. It is the student's responsibility to acquaint themselves with all the regulations and policies and to remain properly informed throughout their studies.

All provisions of this publication are in effect as soon as a student begins the Radiography Program. Preradiography and clinical/professional students, however, are subject to policy and curriculum changes as they occur. Curriculum changes during progress toward the degree may result in the revision of degree requirements.

#### Code of Ethics |

Students preparing to enter the profession of radiography are expected to follow the Code of Ethics for the Radiologic Technologist. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Society of Radiologic Technologists.

It is the clinical/professional student's responsibility to know, understand, and follow the Code of Ethics for the Radiologic Technologist.

- The radiologic technologist conducts himself or herself in a professional manner, responds to patient needs, and supports colleagues and associates in providing quality patient care.
- The radiologic technologist acts to advance the principle objective of the profession to provide services to humanity with full respect for the dignity of mankind.
- The radiologic technologist delivers patient care and service unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion, or socio-economic status.
- The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purpose for which they were designed, and employs procedures and techniques appropriately.
- The radiologic technologist assesses situations; exercises care, discretion, and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.
- The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.

- The radiologic technologist uses equipment and accessories; employs techniques and procedures; performs services in accordance with an accepted standard of practice; and demonstrates expertise in minimizing radiation exposure to the patient, self, and other members of the health care team.
- The radiologic technologist respects confidences entrusted in the course of professional practice, respects that patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.

### Admission

#### General Information |

Students may apply for admission to the Preradiography Program after qualifying for regular admission to Indiana University. Upon acceptance to the program, students enrolled in general-education courses required for the Associate of Science degree are classified as preradiography.

Admission to the Clinical/Professional Program is based upon each applicant's admission grade point average (AGPA) of the completed preradiography general-education core courses, a math/science grade point average (M/S GPA), a personal interview, and a rating point system. A maximum of 21 students are admitted each summer session II. Students must be certified by the program advisor as eligible to apply for the Clinical/Professional Program and must submit a formal application for admission consideration by December 15 prior to the year of anticipated entry.

Students enrolled in the Preradiography or Clinical/Professional Program are subject to academic standards as established by IU South Bend. Failure to maintain these standards could lead to academic probation or dismissal from the program. The standards are explained to students during their initial orientation/advising session.

If students have a disability and need assistance, special arrangements can be made to accommodate most needs. For the hearing impaired, SPRINT provides services at (800) 743-3333. For more information, contact the program director.

#### Transfer Students |

##### Intercampus Transfer |

Students wishing to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the IU South Bend campus, the student must submit an intercampus transfer request through the registrar's office. Intercampus transfer requests are evaluated individually by the program advisor or program director on the basis of the student's academic record in general-education coursework.

##### Transfer from Non-Indiana University Radiography Program |

Students in good academic standing at another university who wish to transfer should contact the program advisor. Preradiography courses completed at another university must be evaluated by the program advisor for transfer equivalents and student placement.

## Professional Program | A.S. Associate of Science (A.S.) Curriculum

### Professional Program Degree Plan

#### Degree Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated.

Courses in the Professional Program are sequential and must be taken in the order specified by the program faculty.

#### First Year—Summer Session (1 cr.)

- AHLT-R 103 Introduction to Clinical Radiography (1 cr.) (1 cr. pending approval)

#### First Year—Fall Semester (12 cr.)

- AHLT-R 100 Orientation to Radiographic Technology (2 cr.)
- AHLT-R 101 Radiographic Procedures I (3 cr.)
- AHLT-R 102 Principles of Radiography 1
- AHLT-R 181 Clinical Experience—Radiography I (4 cr.)

#### First Year—Spring Semester (12 cr.)

- AHLT-R 182 Clinical Experience—Radiography II (5 cr.)
- AHLT-R 201 Radiographic Procedures II (3 cr.)
- AHLT-R 208 Topics in Radiography (1 cr.)  
VT: Computer Applications in Medical Imaging
- AHLT-R 250 Physics Applied to Radiology

#### First Year—Summer Session I (4 cr.)

- AHLT-R 208 Topics in Radiography (1 cr.)  
VT: Venipuncture and Pharmacology
- AHLT-R 281 Clinical Experience-Radiography (3 cr.)

#### First Year—Summer Session II (4 cr.)

- AHLT-R 282 Clinical Experience-Radiography (4 cr.)

#### Second Year—Fall Semester (12 cr.)

- AHLT-R 200 Pathology (2 cr.)
- AHLT-R 202 Principles of Radiography 2
- AHLT-R 205 Radiographic Procedures III
- AHLT-R 283 Clinical Experience-Radiography (4 cr.)

#### Second Year—Spring Semester (12 cr.)

- AHLT-R 207 Seminar (1 cr.)
- AHLT-R 222 Principles of Radiography 3
- AHLT-R 260 Radiobiology and Protection
- AHLT-R 290 Comprehensive Experience (6 cr.)

#### Clinical/Professional Hours (57 cr.)

#### General-Education Hours (20 cr.)

#### Degree Program Total (77 cr.)

**Note** | Total credit hours do not include introductory collegiate study classes nor any course mandated by placement exam scores, admission status, and prerequisite criteria.

## Preradiography Program Preradiography Program

### Authorization for PHSL-P 261 Human Anatomy and Physiology 1

To qualify for entry into PHSL-P 261 Human Anatomy and Physiology 1, all preradiography students must meet the following condition:

- Within the last three years, have completed the IU South Bend PHSL-P 130 Human Biology course with a grade of C or higher

If you have completed human anatomy and physiology at another college or IU system campus, or if you need additional information, contact the IU South Bend radiography department by calling (574) 520-4504 to discuss the guidelines for transfer credit equivalency consideration. All human anatomy and physiology transfer courses are evaluated by the IU South Bend biology department to ensure that course curriculum standards were met. Courses outside the IU system must be verifiable by course syllabi from the semesters in which the classes were completed and an official transcript with the course and grade listed.

### General-education courses (20 cr.)

All courses are 3 credit hours, unless otherwise designated.

General-education courses may be taken on a full- or part-time basis.

The courses listed below do not include introductory collegiate study classes nor any course mandated by placement exam scores, admission status, and prerequisite criteria.

- ENG-W 131 Elementary Composition 1
- MATH-M 111 Mathematics in the World
- NURS-B 105 Medical Terminology (1 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)
- SPCH-S 121 Public Speaking

### Minimum Qualifications

At the beginning of November (prior to the year of anticipated entry into the clinical program), students begin the application process for admission consideration into the Clinical/Professional Program. Meeting the minimum criteria listed qualifies applicants for continuation of the admission process. It does not guarantee a student admission into the Clinical/Professional Program.

### Criminal History Background Checks

Criminal history background checks are required of all applicants to the clinical professional program in compliance with federal and state regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges.

Clinical agencies require the IU South Bend Radiography Program to report the findings of a positive criminal background check. The agency has the right to refuse

the placement of a student at that agency and this may impair progression through the program. (Positive reports will be reviewed by the program director and discussed with the student about implications for progression in the program and credential licensure as well as any impact on clinical placements.) All communication from the IU South Bend Radiography Program to the agency are treated as confidential and any restrictions or changes in clinical placements will be directly communicated to the student by the program director.

### **Clinical Experience Rotations**

A student may be prohibited from participation in Clinical Experience coursework if they have been convicted of certain crimes. These crimes may include but are not limited to: rape, criminal deviate conduct; exploitation of an endangered child and/or adult; failure to report battery, neglect, or exploitation of an endangered child and/or adult; murder; voluntary manslaughter; and operating a vehicle while intoxicated (OWI).

A conviction of any of the above crimes at any time during an individual's life may prohibit them from entering clinical rotations. In addition, if an individual was convicted of involuntary manslaughter; felony battery; a felony offense relating to a controlled substance; or theft within five (5) years before the individual's start of clinical rotations, the individual may not be able to enter clinical rotations.

Students are responsible for applying for the criminal history background check and all fees associated with the check upon their initial application for the clinical program.

### **Drug Policy**

All admitted clinical professional students will be required to have a drug screen prior to attending clinical experience; and it may be required on demand under certain situations at the clinical site. A positive drug screen may result in removal from the clinical site and possible dismissal from the program.

### **Program Application Deadline |**

Students must be certified by their program advisor as eligible to apply for the Clinical/Professional Program and must submit a formal application for admission consideration by December 15 (end of the fall term) prior to the anticipated year of entry.

### **Completion of 20 Credit Hours |**

Students are required to complete a minimum of 15 credit hours of general-education coursework with a C or higher by the end of the spring semester of the year of anticipated entry into the Clinical/Professional Program. The remaining 5 credit hours of general-education core courses must be completed by the end of the first summer session in the year of application.

### **Minimum Grade Requirements |**

Students must have earned a minimum grade of C for the completed general-education core courses required for the degree without more than one repeat in any course mandated by placement exam scores, admission status, prerequisites, and required general education core coursework.

The AGPA includes grades earned in initial and repeat courses (excluding X grades according to Indiana University policy) that are required to meet general-

education standards. Grades/credit hours from remedial, non-GPA bearing, or prerequisite courses are not included in this calculation:

Courses transferred from other institutions are used in calculating this average. Transfer grades must, however, meet the Indiana University standard of C or higher. This requirement is applied at the time of program application and must be maintained.

Due to the competitive nature of application to the clinical programs, a student must weigh the benefits of using transfer credit courses versus retaking the required general education core coursework within the IU system.

### **Minimum Cumulative Grade Point Average**

Students must have a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale for all work completed at Indiana University. Courses for which the grades of I, S, P, R, W, or X are assigned are not used to calculate the CGPA since there are no points assigned to these grades. If using coursework (transfer credits) from an outside institution(s) to meet the general education requirements for the associate degree, that institution's CGPA must also meet the minimum 2.5 criterion. This requirement is applied at the time of program application and must be maintained. (Transfer grades must meet the minimum IU standard of C).

### **Overall CGPA (Working Cumulative GPA)**

If using transfer credits (per approval of the IU South Bend Radiography Program) to meet general education requirements for the associate degree, that institution(s) CGPA must be a minimum 2.5 and will be added to IU's CGPA, divided by the number of respective institutions to become a student's overall or working CGPA. This is applied at the time of program application and must be maintained.

### **Start Over**

If a student requests their transfer credits from an outside institution be used to meet general education requirements for the associate degree and the student's CGPA from that institution(s) does not meet the minimum CGPA criterion of 2.5, the following governs their application status to the IU South Bend Radiography Program:

- The student takes sufficient number of credit hours at the outside institution(s) to raise the CGPA of each institution to a minimum of 2.5; or
- The student starts over at Indiana University taking the general education coursework for the associate degree based on placement exam scores, admittance status, and mandated prerequisite classes.

### **Technical Standards**

The IU South Bend Radiography Program has specified technical standards critical to the success of the students in the Clinical/Professional Program. Students must be able to meet the requirements which include the ability to lift and transfer patients to and from the x-ray examination table; move, adjust, and manipulate equipment to perform radiographic procedures; review and evaluate radiographs to determine the quality of the image; communicate orally and in writing with patients, doctors, and other personnel; and to follow written and verbal directions. Students must

demonstrate these standards with or without reasonable accommodation to succeed in the program. A copy of the Technical Standards Form is sent to each applicant to review and sign, certifying that they can meet those standards.

### Program Professional Standards

A student entering the IU South Bend Radiography Clinical/Professional Program must understand that they are entering a field of medicine that requires certain professional standards that other career choices may not.

Professional dress, appearance, and modes of communication must be of certain standards to maintain the confidence and care of the patient. Patients present themselves in all ages, cultures, and of various ethnic origins; therefore, trendy modes of dress and appearance are not allowed.

The program has an established dress code and a code of conduct that students must follow throughout their clinical experience. A copy of the IU South Bend Radiography Program Professional Standards is sent to each applicant to review and sign, certifying that they understand the requirements of the program and that they agree to abide by these standards.

### Interview

A personal interview is required. If, however, the number of applications to the program far exceeds the number of positions available, the program's admission committee reserves the right to limit the number of applicants to be interviewed.

### Volunteer Experience

Although not a requirement, volunteer experience is recommended and is very helpful in making a career choice.

### Preradiography | Clinical/Professional Program Clinical/Professional Program

#### General Information

Admission to the university as a preradiography student, and successful completion of the general-education coursework, does not guarantee admission to the Associate of Science degree program. The number of clinical/professional students admitted each summer session II is dependent upon the number of openings available in the radiology departments in the area health care institutions designated as clinical education sites: Memorial Hospital of South Bend, St. Joseph Regional Medical Center campuses in Plymouth and Mishawaka, Elkhart General Hospital, and IU Health-Goshen Hospital.

#### Admission Criteria

At the conclusion of the spring semester of program application, students in the applicant pool are scored to determine their rank order. The criteria for admission consideration is based on a 130 point weighted scale as follows:

- 0-75 points: AGPA (Admission Grade Point Average) of the preradiography general-education coursework completed by the end of the spring semester of application
- 0-15 points: Math/Science GPA
- 0-15 points: Interview scores

- 0-25 points: Students can earn rating points (maximum 25) which are added to their overall combined score as follows:
- One point given for each credit hour of a required general-education course completed with a C or higher by the end of the spring semester of program application. Points available: 0-20
- Five points given for completion of PHSL-P 261 Human Anatomy and Physiology 1 and PHSL-P 262 Human Anatomy and Physiology 2 with a C or higher by the end of the spring semester of program application. Points available: 5

Students offered a clinical position within the associate degree program must formally accept or decline admission, in writing, to the program prior to the beginning of the semester to which they are admitted. Students offered a position in the Clinical/Professional Program but decline acceptance or become academically ineligible can reapply to the program the following year. They must compete with the applicant pool for the semester in which they request entrance with no preference or wait listing given. Students have only two opportunities to decline admission in writing prior to losing their eligibility to apply.

### Withdrawal and Reinstatement

Students in the Associate of Science degree program who withdraw from the Clinical/Professional Program must reapply for admission to the program. Withdrawal from radiography major courses constitutes a disruption in progress and requires that a student seek reinstatement to the program.

Students desiring reinstatement must reapply within a time frame that would allow the student timely completion of the program. A written request must be submitted at least six weeks prior to the term of desired reentry. All requests for reentry are evaluated by the program director on the basis of available resources, and if appropriate, on the satisfactory completion of any conditions and/or recommendations existing at the time of withdrawal. **Reinstatement to the IU South Bend Radiography Clinical/Professional Program is not guaranteed.**

### Awards

The program faculty recommend graduating students with superior academic performance for degrees awarded with distinction. The student with the highest GPA in the Clinical/Professional Program is awarded the Edward Mallinckrodt Award of Excellence. Also each year, an outstanding student is presented the IU South Bend Outstanding Student Award for Clinical Excellence.

### Graduation Requirements

Satisfactory completion of 77+ credit hours, to include 20 credit hours of general-education courses and 57 credit hours of clinical/professional courses, must be completed in compliance with the academic and professional policies of the school and individual programs in order to graduate. Students must also be in attendance and actively involved in the university's May Commencement ceremonies.

## Medical Imaging Technology Program | Index Medical Imaging Technology

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Clinical Assistant Professor | **Howard**  
Medical Imaging Clinical Coordinator/Lecturer | **Balmer**  
Radiography Clinical Coordinator/Lecturer | **H. Walker**  
Program Advisor | **Joy**

### Undergraduate Offered

Bachelor of Science in Medical Imaging Technology  
Program | 4-Year Degree Plan

### Index

- Program Description
- Student Population Served
- Program Objectives and Goals
- Admission Requirements
- Criminal History Background Checks (BSMIT) | Clinical Experience Rotations
- Transfer Students | Intercampus Transfer | Transfer from Non-Indiana University Radiography Program
- Graduation Requirements

## Medical Imaging Technology | Information Bachelor of Science in Medical Imaging Technology (B.S.M.I.T.)

### Program Description

The Bachelor of Science in Medical Imaging Technology (B.S.M.I.T.) degree program at IU South Bend is constructed to give students who are striving for an increased level of expertise in the areas of medical imaging that include Computed Axial Tomography (CT), Magnetic Resonance Imaging (MRI), and Medical Sonography (Ultrasound) specialized instruction to reach their career goals. The program consists of liberal arts education courses, didactic and professional coursework in the chosen advanced medical imaging modalities and hands-on instruction in the clinical environment using the most up-to-date imaging technology.

### Student Population Served

- Students who enter the Radiography Program (preradiography) with the goal of obtaining a bachelor's degree with advanced clinical professional medical imaging instruction beyond radiography within an intended field of study
- Students currently enrolled in an associate degree program
- Currently practicing registered radiographers R.T. (R)s who want to obtain a bachelor's degree for career advancement with advanced specialized medical imaging instruction

### Program Objectives and Goals

The Bachelor of Science in Medical Imaging Technology graduate at IU South Bend will:

- Acquire an outstanding level of instruction in the areas of liberal arts education, didactic professional

coursework, and clinical education that will have encompassed the cognitive (problem solving, critical thinking, verbal, and written communication), psychomotor, and affective domains

- Be educated to meet the demands of an advanced level medical imaging professional including excellent clinical patient care skills in both oral and written communication formats
- Demonstrate mastery of instruction content to successfully pass the specific advanced medical imaging certification examination
- Function as a multi-skilled, bachelor's degree prepared, competent imaging professional who will provide compassionate and highly efficient patient care services

### Admission Requirements

Students may apply for admission into the Bachelor of Science in Medical Imaging Technology Program at any time after qualifying for formal admission to IU South Bend. Upon acceptance to the program, all students classified as pre-B.S.M.I.T. may enroll in the general-education coursework required for the bachelor's degree. The courses may be taken at any Indiana University campus or may be accepted as transfer credit hours from other accredited institutions; contact the program advisor for specific information. (Students also have the option of taking general-education coursework leading to the B.S.M.I.T. degree while pursuing their associate degree.)

Students who have received a radiography degree from a program accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) will be considered transfer students for the purpose of fulfilling the Campus-Wide general-education requirements at IU South Bend.

Those seeking application to the Clinical/Professional Program must meet the minimum criteria listed below to be considered eligible for entry into the clinical component of the degree. Meeting the minimum criteria listed qualifies applicants for continuation of the admission process.

### **It does not guarantee a student admission into the Clinical/ Professional Program.**

- Apply for and be granted admission to IU South Bend.
- Meet with, and be formally advised by, the program advisor and program clinical coordinator.
- Submit a formal application for admission consideration by April 1 of the year of anticipated entry into the B.S.M.I.T. Clinical Program (clinical applications are available March 1 of the year of anticipated entry).
- Complete an Associate of Science in Radiography or similar degree at a JRCERT accredited institution and submit an official transcript to the IU South Bend admissions office for a transfer credit audit.
- Submission of evidence of American Registry of Radiologic Technologist Good Standing certification as a Registered Radiographer R.T.(R) or documentation which validates registry eligibility at time of application to the B.S.M.I.T. Clinical/ Professional Program.
- All students (including transfer) must have earned a minimum grade of C for the completed general-education courses required for admission to the

degree without more than one repeat in any course including remedial and prerequisite course work.

- Must have a minimum CGPA of 2.5 on a 4.0 scale for all coursework completed.
- Must have a minimum 2.5 GPA on a 4.0 scale for all entry-level clinical professional training in radiography.
- Complete a questionnaire/essay.
- Submit three letters of recommendation following the guidelines set forth in the application process.

### **Criminal History Background Checks (B.S.M.I.T.)**

Criminal history background checks are required of all medical imaging clinical students in compliance with federal and state regulations for individuals in clinical settings and working with patients and individuals who are vulnerable or minors. Licensure is also contingent upon the absence of most felony and some misdemeanor charges.

Clinical agencies require the IU South Bend Medical Imaging Program to report the findings of a positive criminal background check. The agency has the right to refuse the placement of a student at that agency and this may impair progress through the program. (Positive reports will be reviewed by the program director and discussed with the student about implications for progression in the program and credential licensure as well as any impact on clinical placements.) All communications from the IU South Bend Medical Imaging Program to the agency are treated as confidential and any restrictions or changes in clinical placements will be directly communicated to the student by the program director.

### **Clinical Experience Rotations**

A student may be prohibited from participation in Clinical Experience coursework if they have been convicted of certain crimes. These crimes may include, but are not limited to: rape, criminal deviate conduct; exploitation of an endangered child and/or adult; failure to report battery, neglect, or exploitation of an endangered child and/or adult; murder; voluntary manslaughter; and Operating a Vehicle While Intoxicated (OWI).

A conviction of any of the above crimes at any time during an individual's life may prohibit them from entering clinical rotations. In addition, if an individual was convicted of involuntary manslaughter; felony battery; a felony offense relating to a controlled substance; or theft within five (5) years before the individual's start of clinical rotations, the individual may not be able to enter clinical rotations.

Students are responsible for applying for the criminal history background check and all fees associated with the check upon their initial application for the clinical program.

### **Drug Policy**

All students admitted to the B.S.M.I.T. Clinical/Professional Program will be required to have a drug screen prior to attending clinical experience and it may be required on demand under certain situations in the clinical site. A positive drug screen may result in removal from the clinical site and possible dismissal from the program.

## **Transfer Students**

### **Intercampus Transfer**

Students wishing to transfer between campuses should check for the process on the campus to which they are transferring. To transfer to the IU South Bend campus, the student must submit an intercampus transfer request through the registrar's office. Intercampus transfer requests are evaluated individually by the program advisor or program director on the basis of the student's academic record in general-education coursework. The program clinical coordinator will evaluate all didactic, clinical laboratory, and clinical experience courses (if applicable).

### **Transfer from Non-Indiana University Radiography Program**

Students in good academic standing at another university who wish to transfer should contact the program advisor or program director. Radiography courses completed at another university or clinical education institution must be evaluated by the program director for transfer equivalents and student placement. Students must supply documentation, including an official transcript or validation of course completion, and copies of the syllabi for each radiography course completed at another university or clinical education institution. These syllabi will be evaluated in comparison to the IU South Bend radiography courses. Students are encouraged to contact the IU South Bend Radiography Program at least three months prior to the semester they wish to begin at IU South Bend.

## **Graduation Requirements**

Satisfactory completion of the general-education, didactic, clinical laboratory, and clinical experience course work. All course work must be completed in compliance with the academic and professional policies of the program and school.

## **Medical Imaging Technology | B.S.M.I.T. Bachelor of Science in Medical Imaging Technology (B.S.M.I.T.)**

### **4-Year Degree Plan (Sample)**

#### **Program Planning**

All provisions of this publication are in effect as soon as a student begins the B.S.M.I.T. Program. Pre-medical imaging and Clinical/Professional students are subject to policy and curriculum changes as they occur. Any change made during progression toward the degree may result in the revision of degree requirements.

### **B.S.M.I.T. Curriculum**

At IU South Bend, a minimum of 120 credit hours are required for the B.S.M.I.T. curriculum, including 56 credit hours from the associates degree meeting the professional certification requirements for radiography; 30-38 credit hours of clinical professional B.S.M.I.T. courses (depending upon the modality); and 34 credit hours of general education courses (can be satisfied with approved transfer credits.)

### **General-Education Curriculum**

The B.S.M.I.T. is designed to provide the student with both a liberal education and a concentration in clinical professional course work with an orientation toward a specific career. Providing the student with a well-rounded education, general education courses help lay the foundation for medical imaging course work and can

be taken on a full- or part-time basis. All courses required for the degree must be taken for a grade and meet the minimum IU standard of C (good standing status) and certain courses may require prerequisite or developmental courses, which are not listed here.

Courses from accredited schools can be transferred in and applied to the B.S.M.I.T. Submission of an official credit transfer report (CTR) is required for all work transferred from another accredited school. To obtain an official CTR, the student must request an official transcript from all institutions, except IU systemwide campuses, be forwarded to the IU South Bend Office of Admissions for evaluation. Each student record is individually evaluated for applicability of courses towards the general-education requirements. Students must also submit official transcripts to the IU South Bend Radiography/Medical Imaging Department to fulfill B.S.M.I.T. Clinical Program application requirements.

Students who received radiography degrees from a program accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) will be considered transferred students for the purpose of fulfilling the campuswide general-education requirements at IU South Bend. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes (contact the program advisor for specific information).

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated (may be satisfied by previous coursework).

### General Education Curriculum (34 cr.)

#### Fundamental Literacies (16 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select from approved course list (see program advisor)
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Waived for B.S.M.I.T.
- **Quantitative Reasoning** | MATH-M 111 Mathematics in the World
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | CSCI-A 106 Introduction to Computing

### Common Core Courses (3 cr.)

B.S.M.I.T. students complete **one** 390- or 399-level course from the following four areas, as designated in the Schedule of Classes (see program advisor).

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (3 cr.)

B.S.M.I.T. students complete one course from the following area, as designated in the Schedule of Classes (see program advisor).

- **Diversity in United States Society** | Select from approved course list

### Additional Requirements (12 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

### Specific Quantitative Admission Criteria for the B.S.M.I.T. Clinical Professional Program

Admission for the B.S.M.I.T. Clinical/Professional Program is competitively based. All didactic, clinical, and clinical laboratory coursework will be evaluated by the program director to ensure that course curriculum standards are met. Students must attain a minimum CGPA of 2.5 on a 4.0 scale for all course work completed. For all entry level clinical training in radiography (didactic and clinical experience practicum) a student is required to maintain a minimum 2.5 GPA on a 4.0 scale for the entire program.

- GPA for all clinical professional course work completed at any associate degree level in a radiography program or approved equivalent program (75 percent)
- GPA for all clinical experience course work completed at any associate degree program in radiography or approved equivalent (25%)

### Medical Imaging Clinical Professional Course Requirements (30+ cr.)

#### Didactic Courses

- AHLT-R 404 Sectional Imaging Anatomy
- AHLT-R 405 Advanced Diagnostic Imaging I
- AHLT-R 406 Advanced Diagnostic Imaging II
- AHLT-R 407 Seminar
- AHLT-R 408 Topics in Radiologic Sciences
- AHLT-R 409 Project in Medical Imaging
- AHLT-R 434 Ultrasound Physics 1

### Clinical Practicum

- AHLT-R 482 Clinical Practicum: Computed Tomography (12 cr.)
- AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (12 cr.)
- AHLT-R 484 Clinical Practicum: Ultrasound (12 cr.)

### Graduation Requirements

Satisfactory completion of the general-education, didactic, clinical laboratory, and clinical experience course work. All course work must be completed in compliance with the academic and professional policies of the program and school.

## Social Work | Index

### Social Work

**Carol Massat, Ph.D. | Director**  
**Northside Hall 418 | (574) 520-4880 |**  
[socialwork.iusb.edu](http://socialwork.iusb.edu)

#### Faculty

Director | **Massat**  
 Professor | **Massat**  
 Assistant Professor | **Gallagher, Ramsey, Wahler**  
 Lecturers | **Brandon, Lemp**  
 Coordinator of Field Instruction | **Brandon**

#### Graduate Degree Offered

Master of Social Work

#### Undergraduate Degree Offered

Bachelor of Social Work

#### Course Descriptions

Social Work SWK

#### Index

- Mission Statement
- Teaching
- Scholarship
- Service
- Program Objectives
- Admission Requirements
- Prerequisites for Admission
- Academic Standing
- Three-Year, Part-Time, Evening Program
- Field Practicum
- Student Services
- Student Organization
- Program Requirements

#### Social Work | Information

##### Mission Statement

*Adopted by action of the faculty on April 25, 2008.*

The mission of the Indiana University School of Social Work is excellence in education, research, and service to promote health, wellbeing, and social and economic justice in a diverse world. The vision of the school is to be an exemplary university- and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

##### Policy on Nondiscrimination

Based on the tradition of the social work profession and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion or creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, and recruitment and retention activities; by participation in university committees

dealing with oppressed populations; by numerous service activities, including advocacy on behalf of the disadvantaged; by its selection of field practicum sites; and by school policies.

#### Overview

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other M.S.W. programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana Professional Licensing Agency designates the B.S.W. graduate a Licensed Social Worker (L.S.W.). The B.S.W. degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN) Richmond (IUE) South Bend (IUSB) campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses. A few social work courses are offered at Columbus and on the Kokomo campus.

Indiana University has a long history of preparing graduates for entry into social work practice. Courses in this area began to be offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 in order to reflect more clearly its identification with the profession.

The school provides opportunities for study leading to the associate, baccalaureate, master's, and doctoral degrees. The Labor Studies Program offers the following degree options: Bachelor of Science in Labor Studies, Associate of Science in Labor Studies, Certificate in Labor Studies and Minor in Labor Studies. The Labor Studies program prepares students to assume leadership roles in the work-place and in communities. The Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice. The Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in an area of specialization, and the Ph.D. program in social work prepares social workers for leadership roles in research, education, and policy development. Although the degree programs vary in their emphases and levels of complexity, the school's curricula embody features that are systemic in their educational

effects: The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for social service.

- The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom, the learning resources laboratory, and field experience.
- Excellent library and technology resources make social work students effective users of social science information.
- An exploration of educational procedures and arrangements optimizes effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

While the school's main administration location is in Indianapolis, courses or programs are also offered on IU campuses in Bloomington, Gary (Northwest), Kokomo, Richmond (East), Fort Wayne (IPFW), South Bend, and at the Columbus Center. Reference to some of these offerings will be made in the text that follows.

Graduates of the school move into a broad variety of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, and adjustment in schools. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, communities, and organizations or function in leadership roles. The Bachelor of Social Work and Master of Social Work program are accredited by the Council on Social Work Education (CSWE). The MSW Program has been continuously accredited since 1923. The school is a member of the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors, and the Group for the Advancement of Doctoral Education, among others.

### Admission

Enrollment in the B.S.W. program requires formal admission to the School of Social Work. The following are the minimum requirements for admission consideration:

- Regular admission to the university.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course S 141 Introduction to Social Work
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- Completion of Application for Admission to the BSW Program packet.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S 141 Introduction to Social Work.

The BSW program on the South Bend campus uses a rolling admissions policy. However, applications must be

received by **December 1** to be considered for the spring semester and by **May 15** to be considered for the fall semester. Applications received after those dates may be reviewed depending upon availability for spaces in the program but **are not guaranteed review** for the following semester.

For more information or to apply to the BSW program contact:

Dr. Carol Rippey Massat | Indiana University South Bend | School of Social Work | Northside Hall, NS 415 | 1825 Northside Blvd. | South Bend, IN 46615

Phone: (574) 520-4822 | Fax: (574) 520-4876 | E-mail: [socwk@iusb.edu](mailto:socwk@iusb.edu)

### Social Work | B.S.W. Bachelor of Social Work

Undergraduate students who are admitted as degree-seeking students will be required to complete the campus-wide General Education program prior to graduation with a baccalaureate degree.

The Bachelor of Social Work (B.S.W.) degree requires a minimum of 120 hours. This includes 42-45 hours of general/supportive liberal arts courses and 52 credit hours in social work courses. The remainder of credits are completed through selection of electives and meeting general education requirements. The School of Social Work requirements sometimes overlap with the GenEd requirements for the IUSB campus.

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise specified.

### General Education Curriculum

Visit the General Education website for a detailed description of the IU South Bend general-education curriculum, including lists of approved courses. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Campuswide Curriculum (33-37 cr.)

#### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | select one of the following:
  - CJUS-P 424 Crime Mapping and Geographic Information Systems
  - Select from approved course list
- **Quantitative Reasoning** | Select one of the following:
  - CJUS-K 300 Techniques of Data Analysis
  - MATH-M 111 Mathematics in the World
  - MATH-M 118 Finite Mathematics
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list

### Common Core Courses (12 cr.)

- Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.
- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

- Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.
- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list (sociology or psychology recommended)
- **Health and Wellness (2 cr.)** | Select from approved course list

### Electives (20 cr.)

#### Social and Historical Studies (15 cr.)

- ANTH-E 105 Culture and Society
- ECON-E 103 Introduction to Microeconomics; or
- ECON-E 104 Introduction to Macroeconomics
- HIST-H-106 American History II
- POLS-Y 103 Introduction to American Politics
- SOC-S 161 Principles of Sociology

#### Supportive Area Requirements (6 cr.)

- PSY-P 103 General Psychology
- Any 300-level Psychology course

### Required Courses (52 cr.)

- SWK-S 102 Understanding Diversity in a Pluralistic Society
- SWK-S 141 Introduction to Social Work
- SWK-S 221 Human Growth and Development in the Social Environment
- SWK-S 251 History and Analysis of Social Welfare Policy
- SWK-S 322 Small Group Theory and Practice
- SWK-S 331 Generalist Social Work Practice I: Theory and Skill
- SWK-S 332 Generalist Social Work Practice II: Theory and Skill
- SWK-S 352 Social Welfare Policy and Practice
- SWK-S 371 Social Work Research
- SWK-S 401 Integrative Practicum Seminar I (awaiting final approval)
- SWK-S 402 Integrative Practicum Seminar II (awaiting final approval)
- SWK-S 423 Organizational Theory and Practice (awaiting final approval)
- SWK-S 433 Community Behavior and Practice within a Generalist Perspective (awaiting final approval)

- SWK-S 442 Practice-Policy Seminar in Fields of Practice (awaiting final approval)
- SWK-S 472 Practice Evaluation (awaiting final approval)
- SWK-S 481 Social Work Practicum I (awaiting final approval)
- SWK-S 482 Social Work Practicum II (awaiting final approval)

### Social Work | M.S.W. Information

#### Mission Statement

The mission of the Indiana University School of Social Work is to educate students to be effective and knowledgeable professional social workers prepared for practice in the twenty-first century. Such practitioners are committed to the alleviation of poverty, oppression, and discrimination. The school is dedicated to the enhancement of the quality of life for all people, particularly the citizens of Indiana, and to the advancement of just social, political, and economic conditions through excellence in teaching, scholarship, and service. Within the context of a diverse, multicultural, urbanized, global, and technologically oriented society, the school prepares social workers who shape solutions to a wide range of interpersonal and social problems by developing and using knowledge critically, while upholding the traditions, values, and ethics of the social work profession.

#### Teaching

The teaching mission is to educate students to become professional social workers equipped for a lifetime of learning, scholarship, and service. Graduates embrace person-in-environment and strengths; perspectives that are linked to the welfare of individuals, families, groups, organizations, and communities. They learn to keep abreast of advances in knowledge and technology, be self-reflective, and apply best practice and accountable models of intervention. The school prepares social work practitioners and scholars ready to assume leadership roles at the Master of Social Work level.

#### Scholarship

The scholarship mission includes the discovery, integration, application, dissemination, and evaluation of client-centered and solution-focused knowledge for and with social work professionals and other consumers. Innovative forms of scholarship are encouraged in developing knowledge for use in practice, education, and service concerning social needs and social problems.

#### Service

The service mission is dedicated to the promotion of the general welfare of all segments of society. Service includes work in the school, university, profession, and community and reflects the school's expertise in teaching, scholarship, and social work practice. Service in the interest of persons at greatest risk is consistent with the social work profession's attention to social justice.

#### Program Objectives

Social work is a dynamic profession concerned with the changing needs of individuals, families, groups, organizations, and society. For those interested in this professional commitment, social work offers a broad range of practice settings: community mental health agencies, nursing homes, hospitals, schools, employee assistance

programs, family service agencies, and community service agencies. In addition, professional social workers serve as administrators of various social service agencies. They also work in all levels of government, education, and a number of social workers have assumed political or legislative careers. The education and training they receive in a Master of Social Work (M.S.W.) degree program provides them with the skills they need to choose a career within the broad area of social work.

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### Admission Requirements

Professional social work education requires the ability to undertake a rigorous program of classroom and field study. The school seeks to admit persons who demonstrate competency through their academic and work achievements and who give evidence of commitment to working toward the well-being of others and the betterment of social conditions. It also seeks to provide an ethnically and regionally diversified student body. Admission to the Indiana University School of Social Work is program specific.

The Indiana University Master of Social Work degree program at the South Bend campus offers a part-time evening program culminating in the Master of Social Work degree. The entire 60 credit hours are available on the South Bend campus for those interested in the interpersonal practice concentration. Transfer to the Indiana University—Purdue University Indianapolis campus is available to those wishing to finish the last 30 concentration credit hours in macro practice or other concentrations not offered on this campus. These include child welfare, health, and family services.

Admission to the IU South Bend Master of Social Work degree program is handled jointly with the Indiana University School of Social Work in Indianapolis and IU South Bend. Applications are available through the IU South Bend Master of Social Work office—generally in September. Call for the latest information, as dates may vary.

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### Prerequisites for Admission

The following prerequisites are the minimum requirements for consideration for admission to the M.S.W. degree program:

- Evidence of an earned bachelor's degree from an accredited college or university.
- Evidence of successful completion of a minimum of six courses in social or behavioral sciences. Courses are accepted from the following disciplines: psychology, sociology, anthropology, economics, political science, criminal justice, and social work.
- Evidence of successful completion of one course in statistics. This course can be in any discipline and on any level (graduate or undergraduate), so long as it was taken at an accredited college or university.
- An earned undergraduate grade point average (GPA), during the last 60 hours, of at least 3.0 on a 4.0 scale.
- Submission of the completed application packet, with requested supplemental materials, within the established time period. Go to [graduate.iusb.edu](http://graduate.iusb.edu) to find the online application.

Applications are accepted for consideration any time after December 1 for the following academic year. Preference is

given to applications received by February 1. The school uses a modified rolling admissions policy. Applications received after the February 1 deadline are processed and notifications are made as space is available.

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### Academic Standing

To remain in good academic standing, students are expected to perform at or above the following:

- Earn at least a C in each graded social work course.
- Maintain a 3.0 cumulative GPA on a 4.0 scale in required social work courses, and a 3.0 overall GPA.
- Earn a grade of Satisfactory (S) in all practicum courses; to carry out professional activity in conformity with the values and ethics of the profession, and to comply with any contract that might be entered into with the Performance Review Committee.
- In the event of a failure to meet such requirements, students are ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review.

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### Three-Year, Part-Time, Evening Program

The part-time evening program allows students the flexibility of evening classes and of progressing at a slower pace than the more traditional, full-time program. This program begins in the second summer session of each year, and students first complete the foundation year courses. Following completion of the foundation year, students move to the concentration year sequence.

The Master of Social Work degree program consists of 60 credit hours of study and field work. The last 27 credit hours provide a concentration in mental health and addictions.

Although the school values the knowledge gained from life experience, no credit can be given for this. Thus, the overall objectives of the first (foundation) year of the Master of Social Work degree program include development of:

- Basic, generic, competence applicable to the broad range of social work practice
- Basic competence in both interpersonal practice and planning and management practice
- Basic competence for practice in social-service delivery systems

The overall objectives of the second (concentration) year include development of more advanced competence in interpersonal practice, mental health, and addictions practice.

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### Field Practicum

Both the foundation and the concentration years of the Master of Social Work degree program include field practicum courses with field instructors who meet the standards of the school. A student in the program is required to have field instruction in two different agency settings. Placements are made in South Bend and various locations throughout the state. Field practicum is construed as a continuing process. Students in placement agencies are expected to meet professional service responsibilities. Students in field practicum follow the work

schedule of their field agencies during holiday periods and/or semester recess.

The school arranges the field placements for the students. Attention is given to the student's learning needs, professional goals, and interests. Field instruction is available only to students admitted as candidates for the Master of Social Work degree.

A total of 960 clock hours of practicum are required, with 320 hours in the foundation year, and 640 hours in the concentration year. Practica are concurrent with coursework.

Accreditation

The School of Social Work and the Master of Social Work are accredited by the Council on Social Work Education (CSWE), 1725 Duke Street, Suite 500, Alexandria, Virginia 22314-3457, (703) 683-8080.

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### Student Services

Career information about employment is available by calling (574) 520-4880 or by contacting the program director at the following address:

IU South Bend | Social Work | Post Office Box 7111 | South Bend, Indiana 46634-7111

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### Student Organization

Students are encouraged to join and participate in the activities of the National Association of Social Workers (NASW) and the National Association of Black Social Workers (NABSW).

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### Program Requirements (30 cr.)

Courses are 3 credit hours, unless otherwise designated.

#### Required Courses

- SWK-S 501 Professional Social Work at the Master's Level: An Immersion
- SWK-S 502 Research I
- SWK-S 503 Human Behavior and the Social Environment
- SWK-S 504 Professional Practice Skills
- SWK-S 505 Social Policy Analysis and Practice
- SWK-S 513 Human Behavior in the Social Environment
- SWK-S 514 Practice with Individuals and Families I
- SWK-S 516 Social Work Practice II: Organizations, Communities, and Society
- SWK-S 517 Assessment in Mental Health and Addictions
- SWK-S 555 Social Work Practicum I
- SWK-S 618 Social Policies and Services
- SWK-S 623 Practice Research Integrative Seminar I
- SWK-S 651 Social Work Practicum II (4 cr.)
- SWK-S 652 Social Work Practicum III (5 cr.)
- SWK-S 661 Executive Leadership Practice
- SWK-S 683 Community Based Practice in Mental Health and Addictions
- SWK-S 685 Mental Health and Addiction Practice with Individuals or Families
- SWK-S 686 Social Work Practice: Addictions
- SWK-S 687 Mental Health and Addiction Practice with Groups

Any elective taken outside of the Master of Social Work degree program must be approved in advance.

## College of Liberal Arts and Sciences

### College of Liberal Arts and Sciences

#### Mission

The teachers, scholars, and writers of the College of Liberal Arts and Sciences (CLAS) collaborate with peers and students in free inquiry to create new knowledge and provide transformative learning experiences, leading students to become engaged, informed, creative, and adaptive contributors to the local and global society.

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#### General Information

The College of Liberal Arts and Sciences (CLAS) is the nucleus of all undergraduate education at IU South Bend. Through studies with the faculties of the humanities, social and behavioral sciences, mathematics, and natural sciences departments, students have the opportunity to broaden their awareness and knowledge of the major areas of the human experience. The College of Liberal Arts and Sciences (CLAS) offers programs of study that lead to certificates, the Bachelor of Arts, the Bachelor of Science, the Bachelor of General Studies, or master's degrees. Minors are available in a large number of disciplines as well as several interdisciplinary programs. Courses are offered in a variety of areas in which degrees are not presently offered. In addition, CLAS faculty deliver the vast majority of courses in the General Education program, serving virtually every student who matriculates on campus.

After selecting a major, minor, or certificate in one of the Liberal Arts and Sciences disciplines, students will engage in learning designed to provide in-depth understanding in their chosen field. Students will sharpen their imaginative and creative skills, hone critical thinking and disciplined inquiry abilities, and recognize the joy that follows mastery of communication skills, self-knowledge, and tolerance for ambiguity and difference. CLAS prepares students for the lifetime of learning and rapid change that characterizes today's job market. Students will find the space to practice the flexibility necessary to utilize constantly changing technology and to develop the capacity to enjoy modern life in all its diversity.

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#### Advising for CLAS Majors and Exploratory Students

Faculty in CLAS advise all students with a declared major in the college. In addition, faculty embrace the opportunity to advise all students who are exploring what major to choose. Regular advising sessions are scheduled during summer orientation and by appointment throughout the year in Wiekamp Hall 3300B. The advising telephone number for exploratory students is (574) 520-4537.

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#### Advising for General Studies Students

General Studies students will find advising at (574) 520-4260.

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#### The Student's Responsibility

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses; the requirements for majors and minors, and university procedures. Advisors, directors, and deans are available to advise students on how to meet these requirements;

each student is individually responsible for fulfilling them. If requirements are not satisfied, the degree is withheld pending adequate fulfillment. For this reason, it is important for each student to be well acquainted with all requirements described in this publication.

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### Academic Regulations

All students in the College of Liberal Arts and Sciences should familiarize themselves with the Academic Regulations and Policies in the front section of this publication. A number of specialized regulations apply to the college.

Occasional changes in the graduation requirements for liberal arts and sciences majors may lead to uncertainty as to which IU South Bend Bulletin is applicable for a given graduating student. For the general-education requirements and other academic matters, the student may choose either the IU South Bend Bulletin in effect at the time of matriculation to IU South Bend or the IU South Bend Bulletin in effect at the time of graduation. For meeting requirements of the major, the choice is between the IU South Bend Bulletin in effect when the student certifies into the college and the IU South Bend Bulletin in effect when the student graduates.

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### Academic Probation

A student who has completed one or more IU South Bend grade point average (GPA) hours and has a cumulative grade point average (CGPA) below 2.0 is placed on probation. A probationary student remains on probation until the CGPA reaches 2.0 or higher. If a student who is on probation fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0, he or she will be placed on probation with impact and restricted to half-time enrollment for the following semester. If a student who is on probation with impact fails to achieve a semester (fall, spring, or combined summer session) GPA of at least 2.0, he or she will be dismissed from the university. Students who are dismissed for the first time cannot enroll until one regular calendar year has elapsed and must petition the CLAS probation committee by the established deadline to be considered for reinstatement. Students who are dismissed multiple times must remain out of the university for at least two calendar years and must petition by the established deadline to be considered for reinstatement.

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### Academic Renewal

Academic renewal for prior Indiana University coursework may be requested by students who did not register for courses at any Indiana University campus for at least three consecutive calendar years after the period for which academic renewal is requested. Contact a College of Liberal Arts and Sciences advisor for more information.

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### Certificates

The College of Liberal Arts and Sciences at IU South Bend offers instruction leading to certificates in the following:

- Applied Informatics
- Basic Applied Behavior Analysis
- Computer Applications
- Computer Programming
- Computer Programming, Advanced
- Correctional Management and Supervision

- Health Systems Management (graduate)
- International Studies
- Nonprofit Management (graduate)
- Paralegal Studies
- Professional Writing
- Public Management (graduate)
- Social and Cultural Diversity
- Technology for Administration (graduate)

See the departmental sections of this publication for more information.

Students seeking to earn any certificate in the College of Liberal Arts and Sciences must complete all courses used to fulfill the certificate requirements with a grade of C– or higher, and, in addition, must earn a certificate GPA of at least 2.0.

## College of Liberal Arts and Sciences | Bachelor's Degrees

### Academic Advising Requirements

Academic advising by a faculty member from the student's major area(s) is required at least once each year and, in some departments, prior to each semester's enrollment.

Academic advising for each student in the College of Liberal Arts and Sciences is available prior to each semester's enrollment by a faculty member from the student's major area(s) or from an advisor in the college's advising center. Although academic advising is intended to provide effective guidance and every student is required to seek the advice of a faculty advisor, students individually are responsible for planning their own programs and for meeting the degree requirements by the time they expect to graduate.

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### Grades

Students must have a minimum CGPA of 2.0 and complete all requirements in their major and/or minor departments with a C– or higher. (A minimum CGPA of 2.0 is required in the student's major and minor departments.) Any course in which the student receives a grade of F does not count in the credit hours accumulated for graduation. Any course in which a letter grade of D is received does not count in a student's major or minor.

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### Credit Hour Requirements

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 120 credit hours in courses offered by the college or by other academic programs of the university offering bachelor's degree programs.

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### Transfer Credit Hours

Ordinarily, the maximum number of transfer credit hours that may be counted toward graduation in the College of Liberal Arts and Sciences is 96, including credit(s) earned at other campuses of Indiana University. Not more than 60 credit hours earned at accredited junior colleges may be applied toward a degree.

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## Testing out of Requirements

Students may test out of the general-education requirements Quantitative Reasoning and Computer Literacy by passing appropriate proficiency tests. For testing out of part of world languages, see World Languages Placement Examination information.

## Upper-Level Coursework

A minimum of 30 credit hours must be completed in 300- or 400-level (junior-senior) courses. To satisfy campus general-education requirements, students must pass at least one 300-level core course (i.e., A 399, B 399, N 390, or T 390).

## Residency Requirement

At least 26 credit hours of the work taken as a senior and at least 10 credit hours above the first-level courses in the major subject (not necessarily during the senior year) normally must be completed while in residence at IU South Bend. The 10 credit hours in the major subject must be taken in courses approved by the major department.

## Correspondence and Special Credit

By special permission of the dean, a maximum of 12 credit hours may be earned toward a degree through correspondence study or by special credit examination. Any correspondence courses in the student's major must also have the approval of the departmental chair. (SPCH-S 121 Public Speaking may not be taken by correspondence.)

## Time Limit for Completion of Requirements

A student is expected to complete the work for a degree within 10 years. Failure to do so may require passing of comprehensive examinations on the subjects in the area(s) of concentration and fulfilling the general requirements in the current IU South Bend Bulletin.

## Graduation Deadlines

An application for a degree or certificate must be filed in the office of the coordinator of student services, College of Liberal Arts and Sciences, not later than October 1 for May and August graduations, or March 1 for December graduation. All credit hours of candidates for degrees, except those of the current semester, must be on record at least six weeks prior to the conferring of degrees. Credit hours by correspondence must be on record at least three weeks prior to the conferring of degrees.

## College of Liberal Arts and Sciences | B.A. Information

### Bachelor of Arts

The College of Liberal Arts and Sciences curriculum for the Bachelor of Arts degree is designed to give students a broad acquaintance with the various ways scholars study and interpret the world in which we live. It is also intended to enable students to understand, and to communicate their understanding of, the richly varied and changing contexts of our lives. Within this general-educational

framework students choose one or more areas for in-depth study.

Every student at IU South Bend must complete campuswide general-education requirements. Students within the College of Liberal Arts and Sciences must also complete requirements for bachelor's degrees, and the following concentration requirements. Students are strongly encouraged to meet with their academic advisors every semester to help them select the optimal course of study. In many cases, courses can be selected that satisfy both the college and the campuswide general-education requirements.

### A bachelor's degree in the College of Liberal Arts and Sciences at IU South Bend comprises three parts:

- **Part One** | Campus and college requirements (I, II and III) together encourage breadth of general knowledge and skills.
- **Part Two** | A minor encourages depth of knowledge in an area outside the major, perhaps even outside the college
- **Part Three** | A major encourages deep and coherent knowledge and skills development in a particular field of study within the college.

**Part One** and **Part Two** together make up the college's liberal education requirements, summarized below. For information on **Part Three**, major requirements for the Bachelor of Arts, refer to the relevant department or interdisciplinary program section of this publication.

### Summary of CLAS Liberal Education Requirements

No course may be used to meet more than one **Part One** requirement. Any course used to meet major (**Part Three**) or minor (**Part Two**) requirements may also be used to meet one but not more than one of the **Part One** requirements. No course may be used to meet both a minor (**Part Two**) and major (**Part Three**) requirement.

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 120 credit hours, including at least 30 credit hours at the 300- or 400-level.

# College of Liberal Arts and Sciences | Index

## College of Liberal Arts and Sciences

Elizabeth E. Dunn, Ph.D. | Dean  
Wiekamp Hall 3300 | (574) 520-4214 | [clas.iusb.edu](http://clas.iusb.edu)

### Office of the Dean

Associate Deans | **Feighery, Lynker, Walker**  
Coordinator of Student Services | **M. Nurenberg**  
Director of the Advising Center for Exploratory Students |  
**Lynker**

### Areas of Study

Actuarial Science | African American Studies | American Studies | Anthropology | Applied Mathematics | Astronomy | Biochemistry | Biological Sciences | Chemistry | Cognitive Science | Computer Science | Criminal Justice | Earth and Space Science | East Asian Studies | English | Environmental Studies | European Studies | Film Studies | French | General Studies | Geology | German | Gerontology | History | Informatics | International Studies | Latin American Studies | Management Skills | Mathematical Sciences | Paralegal Studies | Philosophy | Physics | Political Science | Psychology | Religious Studies | Sociology | Spanish | Sustainability Studies | Women's and Gender Studies | World Language Studies

### Graduate Degrees Offered

Master of Applied Mathematics and Computer Science | Master of Arts in English | Master of Liberal Studies | Master of Public Affairs

### Graduate Certificates Offered |

Public Management | Health Systems Management | Nonprofit Management | Technology for Administration

### Graduate Supplemental Programs |

Social Studies | History Graduate Credit

### Undergraduate Degrees

#### Bachelor of Arts (B.A.) |

Anthropology | Biological Sciences | Chemistry | English | French | German | History | Mathematics | Philosophy | Physics | Political Science | Psychology | Sociology | Spanish | Women's and Gender Studies

#### Bachelor of Science (B.S.) |

Actuarial Science | Applied Mathematics | Biochemistry | Biological Sciences | Chemistry | Computer Science | Criminal Justice | Informatics | Physics | 3/2 Dual Degree in Physics and Engineering

#### Bachelor of General Studies (B.G.S.) |

Concentrations in Arts and Humanities | Science and Mathematics | Social and Behavioral Sciences

### Minors Offered

African American Studies | American Studies | Anthropology | Biological Sciences | Biochemistry | Chemistry | Cognitive Science | Computer Applications | Computer Science | Creative Writing | Criminal Justice | Earth and Space Science | East Asian Studies | English | Environmental Studies | European Studies | Film Studies | French | German | Gerontology | History | Informatics | International Studies | Latin American/Latino Studies |

Management Skills | Mathematics | Philosophy | Physics | Political Science | Psychology | Religious Studies | Sociology | Spanish | Sustainability Studies | Women's and Gender Studies

### Undergraduate Certificates Offered

Advanced Computer Programming | Applied Informatics | Behavior Modification (title change pending approval) | Computer Applications | Computer Programming | Paralegal Studies | Professional Writing | Social and Cultural Diversity

### Undergraduate Supplemental and Preprofessional Programs

Dentistry | Engineering | Law | Medicine | Optometry | Pharmacy | Veterinary Medicine

### Index

#### College of Liberal Arts and Sciences General Information

- Mission
- Advising
- The Student's Responsibility
- Academic Regulations
- Academic Probation
- Academic Renewal
- Certificates
- Academic Advising Requirements
- Grades
- Credit Hour Requirements
- Transfer Credit Hours
- Testing Out of Requirements
- Upper-Level Coursework
- Residency Requirement
- Correspondence and Special Credit
- Time Limit for Completion of Requirements
- Graduation Deadlines

#### College of Liberal Arts and Sciences Bachelor of Arts General Education Requirements

## College of Liberal Arts and Sciences | Gen-Ed Requirements

### Bachelor of Arts

The College of Liberal Arts and Sciences curriculum for the Bachelor of Arts degree is designed to give students a broad acquaintance with the various ways scholars study and interpret the world in which we live. It is also intended to enable students to understand, and to communicate their understanding of, the richly varied and changing contexts of our lives. Within this general-educational framework students choose one or more areas for in-depth study.

Every student at IU South Bend must complete campuswide general-education requirements. Students within the College of Liberal Arts and Sciences must also complete requirements for bachelor's degrees, and the following concentration requirements. Students are strongly encouraged to meet with their academic advisors every semester to help them select the optimal course of study. In many cases, courses can be selected that satisfy

both the college and the campuswide general-education requirements.

A bachelor's degree in the College of Liberal Arts and Sciences at IU South Bend comprises three parts:

- **Part One** | Campus and college requirements (I, II and III) together encourage breadth of general knowledge and skills.
- **Part Two** | A minor encourages depth of knowledge in an area outside the major, perhaps even outside the college
- **Part Three** | A major encourages deep and coherent knowledge and skills development in a particular field of study within the college.

Parts One and Part Two together make up the college's liberal education requirements, summarized below. For information on Part Three, major requirements for the Bachelor of Arts, refer to the relevant department or interdisciplinary program section of this campus bulletin.

No course may be used to meet more than one Part One requirement. Any course used to meet major (Part Three) or minor (Part Two) requirements may also be used to meet one but not more than one of the Part One requirements. No course may be used to meet both a minor (Part Two) and major (Part Three) requirement.

A candidate for a bachelor's degree in the College of Liberal Arts and Sciences must satisfactorily complete a minimum of 120 credit hours, including at least 30 credit hours at the 300- or 400-level.

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### **Part One Campuswide Curriculum (33-39 cr.)**

All courses are 3 credit hours, unless otherwise designated.

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see the General Education site. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

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### **Additional Requirements (14-23 cr.)**

Bachelor of Arts students must also satisfy the following College of Liberal Arts and Sciences requirements:

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#### **Junior/Senior-Level Writing (3 cr.) | Select from approved course list**

Writing clear English is one of the defining characteristics of a liberal arts graduate. All Bachelor of Arts students are required to complete a junior/senior-level writing course with a grade of C or higher. This course must be taken after completing at least 56 credit hours. Visit the College of Liberal Arts and Sciences Advising Center website at [advise.iusb.edu](http://advise.iusb.edu) for courses satisfying this requirement.

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#### **World Languages (3-12 cr.)**

The study of languages other than English is essential to understanding and appreciating the global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language. This requirement can be met in one of three ways:

- Successful completion of a fourth-semester language class, designated as 204 in the IU South

Bend Bulletin. The 204 course is the last class in a four-semester sequence (101, 102, 203, and 204).

- Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English. Formal training, as evidenced by secondary or university diplomas, in a language other than English.

#### **World Languages Placement Examination**

The Department of World Language Studies (W.L.S.) offers a placement examination to:

- Determine in which semester a student should enroll
- Qualify students for credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204). For more details, see the world language studies website.

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#### **Western Culture before 1800 (3 cr.) | Select from approved course list**

College of Liberal Arts and Sciences Bachelor of Arts students should attain an awareness of the historical, literary, artistic, or philosophical achievements that contributed to the construction of the idea of the West, its culture, and institutions. Bachelor of Arts majors must take one course in which the primary subject matter treats aspects of the ancient, medieval, and/or early modern world and gives the student a sense of the historical and geographical origins of modern societies.

This requirement can be met by taking any course or section designated as approved for Western Culture before 1800.

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#### **Science Course and Laboratory (5 cr.)**

Natural science laboratory (2 cr.)

Additional natural science course (3 cr.)

- Select from anatomy, astronomy, biology, chemistry, geology, microbiology, physiology, physics, or plant sciences

These requirements can also be satisfied by a single 5 credit hour integrated lecture/laboratory course.

To prepare students for a world profoundly influenced by rapid changes in science and technology, the College of Liberal Arts and Sciences requires that Bachelor of Arts students take 5 credit hours in the natural sciences, in addition to N 190 The Natural World.

To understand science, students must learn the experimental method. The College of Liberal Arts and Sciences requires that Bachelor of Arts students take a science course with a formal laboratory component.

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#### **Part Two The Required Minor (15-18 cr.)**

While the campuswide general-education requirements expose students to a broad array of topics and methods, the College of Liberal Arts and Sciences Bachelor of Arts students should also explore at least one area outside their major in some depth. Bachelor of Arts students must complete a minor offered by any IU South Bend school, college, division, or approved interdisciplinary program.

Bachelor of Arts students must also complete a minor in an area outside their major. For the minor requirements of specific departments and interdisciplinary programs, consult those sections of this publication. Students must declare their minor in a timely manner by meeting with an advisor for the department or program offering the minor early in their career at IU South Bend. Students are encouraged to consult with an advisor for the minor regularly.

Any student who completes a double major within the College of Liberal Arts and Sciences or a second major from outside the college is deemed to have met this requirement.

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### Departmental Minors

Students must earn a minor in conjunction with a Bachelor of Arts degree. See departmental pages. All minors consist of at least 15 credit hours, with a grade of C– or higher, in one department or in an approved interdepartmental program (a minimum of two courses, totaling at least 6 credit hours, must be taken while in residence at IU South Bend).

A GPA of 2.0 is required in the student's minor department(s). World language majors may minor in second languages; others must choose minors outside of their major departments. Each minor program must be approved by an advisor in the department or interdepartmental committee offering the minor and must be filed with the coordinator of student services.

For the minor requirements of specific departments and interdepartmental programs, consult those sections of this publication. See list of minors.

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### Part Three

#### The Required Major

Select from degree programs in the College of Liberal Arts and Sciences as specified under the respective undergraduate degree listing in this campus bulletin.

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#### Concentration Requirement

Many concentrations require careful planning starting with the freshman year. Students are advised to consult early in their college career with the departmental advisor for any department in which they may wish to concentrate.

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#### Single Major Area of Concentration

The following are minimum requirements for the concentration requirement. Additional and/or detailed requirements are to be found in the departmental statements in this publication. The specific departmental requirements that must be fulfilled are those published in the IU South Bend Bulletin that is current at the time the student certifies into the college (but not longer than 10 years), or those in the IU South Bend Bulletin current at the time of graduation. The following rules pertain to the concentration group:

- At least 25 credit hours must be taken in the major subject area. This is a minimum. See specific departmental requirements.
- Any course in which the student receives a letter grade below C– may not be used to fulfill the concentration area requirement. However, courses in which the student receives a D or higher count

toward the 120 credit hour total that is required for graduation.

- A GPA of 2.0 is required in the student's major department(s).

---

#### Double Major

A student may major in more than one discipline. A double major requires that the major requirements in both departments be fully met, as well as general-education and other general requirements of the college. The student should consult regularly with advisors from both departments if this option is chosen.

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#### Requirements for a Second Bachelor's Degree

Normally the holder of a bachelor's degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, the dean may admit a bachelor's degree holder to candidacy for a second bachelor's degree. When such admission is granted, the candidate must declare a major, earn at least 26 additional credit hours in residence, and meet the College of Liberal Arts and Sciences additional general-education requirements as well as those of the major department. No minor is required.

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#### Bachelor of General Studies

The College of Arts and Sciences offers the Bachelor of General Studies degree to allow students to design and implement a coherent, focused, and comprehensive plan of study leading to a bachelor's degree. While achieving the traditional objectives of a university education, the B.G.S. allows students needed flexibility and creativity to also meet their own personal and professional goals.

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#### Bachelor of Science

Every student who registers in a curriculum leading to the degree Bachelor of Science must complete the requirements for bachelor's degrees and the general-education requirements as specified under the respective departmental listing in this campus bulletin.

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## Western Culture Before 1800 | Course List

### College of Liberal Arts and Sciences

#### Additional B.A. Requirements

##### Western Culture Before 1800

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600-1800
- ENG-L 305 Chaucer
- FINA-A 101 Ancient and Medieval Art
- HIST-A 301 Colonial America
- HIST-B 342 Women in Medieval Society
- HIST-B 346 The Crusades
- HIST-B 352 Western Europe in the High and Late Middle Ages
- HIST-C 386 Greek History-Minoans to Alexander
- HIST-C 388 Roman History
- HIST-H 113 History of Western Civilization 1
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- HPSC-X 220 Issues in Science: Humanistic
- PHIL-P 201 Ancient Greek Philosophy

- PHIL-P 202 Medieval to Modern Philosophy
- PHIL-P 340 Classics in Social and Political Philosophy 2
- POLS-Y 381 Classical Political Thought
- POLS-Y 383 Foundations of American Political Thought
- REL-R 152 Jews, Christians, Muslims VT: Religions of the West
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 495 Hispanic Colloquium  
VT: Don Juan
- SPCH-S 321 Rhetoric and Modern Discourse
- THTR-T 470 History of the Theatre 1
- WGS-B 342 Women in Medieval Society

## Junior/Senior Level Writing | Course List

### College of Liberal Arts and Sciences

#### Additional B.A. Requirements

##### Junior/Senior Level Writing

- ANTH-A 360 Anthropological Thought
- ECON-E 490 Advanced Undergraduate Seminar in Economics
- ENG-L 202 Literary Interpretation
- ENG-L 450 Seminar: British and American Authors
- ENG-L 460 Seminar: Literary Form, Mode, and Theme
- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 234 Technical Report Writing
- ENG-W 250 Writing in Context
- ENG-W 260 Film Criticism
- ENG-W 270 Argumentative Writing
- ENG-W 315 Writing for the Web
- ENG-W 350 Advanced Expository Writing
- FINA-A 320 Art of the Medieval World
- FINA-A 321 Romans and Barbarians: Early Medieval Art
- FINA-A 490 Topics in Art History
- HIST-J 495 Proseminar for History Majors
- HPSC-X 201 Nature of Scientific Inquiry
- JOUR-J 200 Writing for Mass Media
- PHIL-P 310 Topics in Metaphysics
- PHIL-P 312 Topics in Theory of Knowledge
- PHIL-P 325 Social Philosophy: Personal Relationships
- PHIL-P 495 Senior Proseminar in Philosophy
- POLS-Y 490 Senior Seminar in Political Science
- PSY-P 420 Social Psychology
- PSY-P 421 Laboratory in Social Psychology
- PSY-P 429 Laboratory in Developmental Psychology
- PSY-P 435 Laboratory: Human Learning and Cognition
- PSY-P 471 Laboratory in Developmental and Social Psychology
- PSY-P 481 Laboratory in Clinical Psychology
- SOC-S 349 Topics in Contemporary Social Theory
- SOC-S 457 Writing for Social Scientists
- WGS-W 240 Topics in Feminism: Social Science Perspective  
VT: Writing Women's Lives

- WGS-W 302 Issues in Gender Studies  
VT: Body Politics-Women and Sustainability
- WGS-W 360 Feminist Theory

## African American Studies | Minor

### African American Studies

Theodore Randall, Ph.D. | Coordinator  
(574) 520-4102 | [afam.iusb.edu](http://afam.iusb.edu)

#### Faculty

Coordinator | **Randall**

Faculty Advisors | **Bennion, Gerken, Lidinsky, Mattox, Randall, Tetzlaff**

#### Minor Offered

Minor in African American Studies

#### Course Descriptions

African American AFAM

#### Minor in African American Studies

A minor in African American Studies provides students with a focused understanding of the vital role of African American culture and contributions in American life. The minor consists of a core introductory course, an African American history course, and three elective courses, forming a total of 15 credit hours. The approach is interdisciplinary, combining the social and behavioral sciences, the humanities, business, and education. In addition to broadening students' awareness, this minor is expected to enhance students' employability in an increasingly diverse society.

African American Studies, as defined by one of its leading scholars, is "the systematic study of the black experience, framed by the socioeconomic, cultural, and geographical boundaries of sub-Saharan Africa and the black diaspora."

#### Notes

- A grade of C– or higher is required in each of the courses that count toward the minor. A cumulative GPA of at least 2.0 is required for the minor.
- These courses are not offered every academic year. Students minoring in African American Studies should make every effort to take them as soon as they appear on a course schedule. Other courses in African American Studies are added as soon as possible.
- With an African American emphasis means that the African American Studies Committee has reviewed the syllabus of the instructor and determined that it fits into the minor. It also means that the student is expected to complete one major assignment or research paper on an African American topic when taking the course. Electives eligible for the minor are listed in the published course schedules under the heading African American Studies (AFAM).

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Core Courses (6 cr.)**

- AFAM-A 150 Survey of the Culture of Black Americans
- **Select one of the following:**
- HIST-A 355 African American History I
- HIST-A 356 African American History II

**Electives (9 cr.)**

- Three courses with an African American emphasis (see note), at least one of which must be at the 300-level or above.
- ANTH-A 385 Topics in Anthropology  
VT: African American Health
- ANTH-E 310 Introduction to the Cultures of Africa
- CMLT-C 253 Third World and Black American Films
- EDUC-H 340 Education and American Culture
- ENG-L 370 Recent Black American Writing
- ENG-L 379 American Ethnic and Minority Literature
- HIST-A 355 African American History I (if not used as a core course)
- HIST-A 356 African American History II (if not used as a core course)
- HIST-H 225 Special Topics in History  
VT: Freedom Summer Study Tour of the Civil Rights Movement in the South
- HIST-H 425 Topics in History  
VT: Freedom Summer Study Tour of the Civil Rights Movement in the South
- MUS-M 375 Survey of Ethnic and Pop Music of the World
- POLS-Y 329 Racial and Ethnic Politics in the United States
- PSY-P 391 Psychology of Gender and Ethnicity
- SOC-S 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations
- SOC-S 410 Advanced Topics in Social Organization  
VT: Race and Civil Rights

major. Course grades must be at a level of C– or higher to be counted toward a minor in American Studies.

Students must also complete a portfolio project designed to synthesize their work in American Studies. The portfolio includes three to five pieces of the student's written work from courses counting toward the minor, as well as a brief, reflective essay explaining what the student has learned about the United States and its promises of democracy, liberty, and equality.

## American Studies | Index

### American Studies

**Timothy Willig, Ph.D. | Coordinator**  
**(574) 520-4400**

### Faculty

Coordinator | **Willig**  
Faculty Advisors | **Bennion, Colanese, Gerken, Mattox, Parker, Roth, Willig**

### Minor Offered

Minor in American Studies

### About the Minor in American Studies

A student who wishes to earn a minor in American Studies should select an advisor from the faculty listed above and, in consultation with that advisor, design a program to be approved by the American Studies Committee.

The program must include at least 15 credit hours in courses about the United States, with at least 9 credit hours at the 300-level or above. Courses must be selected from at least two departments outside of the student's

## Biological Sciences | Index

### Biological Sciences

**Andrew Schnabel, Ph.D. | Chair**  
**Northside Hall 137 | (574) 520-4233 | [biology.iusb.edu](http://biology.iusb.edu)**

#### Faculty

Professor | **Bushnell, Schnabel (Chair)**  
 Associate Professors | **T. Clark, Grens, Marr, McLister, K. Mecklenburg, Nair, Qian**  
 Assistant Professors | **Wilkes**  
 Senior Lecturer | **S. Cook**  
 Lecturer | **Oldenburg**  
 Faculty Emeriti | **Chowattukunnel, Duff, Pike, Riemenschneider, Savage**  
 Laboratory Supervisor | **Franz**  
 Laboratory Assistant | **Lora**  
 Academic Advisors | **Bushnell, T. Clark, Grens, Marr, McLister, K. Mecklenburg, Nair, Qian, Schnabel, Wilkes**

#### Undergraduate Degrees Offered

- Bachelor of Arts (B.A.) in Biological Sciences | 4-Year Degree Plan (Sample)
- Bachelor of Science (B.S.) in Biological Sciences | 4-Year Degree Plan (Sample)

#### Minor Offered

- Minor in Biological Sciences

#### Course Descriptions

Biology BIOL | Microbiology MICR | Physiology PHSL

#### Biological Sciences | B.A.

#### Bachelor of Arts (B.A.) in Biological Sciences

#### 4-Year Degree Plan (Sample)

#### About the Bachelor of Arts in Biological Sciences

The Bachelor of Arts (.B.A.) degree is appropriate for students interested in professions that require a general understanding of biological principles or who desire to teach biology at the secondary level. Students planning to major in biological sciences should contact an academic advisor for biological sciences before their first semester to develop a plan for their academic course of study.

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students receiving the Bachelor of Arts degree in biological sciences must complete the College of Liberal Arts and Sciences Bachelor of Arts degree general-education requirements. In addition, the following concentration requirements must be met; all biology coursework must be completed with a grade of C– or higher.

#### Core Courses (40-42 cr.)

##### Biological Science

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology

- BIOL-L 311 Genetics
- BIOL-L 403 Biology Seminar

#### Chemistry

- 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 Lectures 1

#### Physics

- Select one of the following:
- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)

#### Mathematics

- Select one of the following:
- MATH-M 119 Brief Survey of Calculus 1
- MATH-M 215 Calculus I (5 cr.)

#### Elective Courses (18 cr.)

- Students must complete at least 18 additional credit hours of elective biological sciences courses. This coursework must include at least two laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

#### Organismal Courses

- BIOL-B 300 Vascular Plants
- BIOL-L 304 Marine Biology
- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 318 Evolution
- BIOL-L 342 Tropical Marine Biology Field Course
- BIOL-L 473 Ecology
- BIOL-L 474 Field and Laboratory Ecology (2 cr.)
- BIOL-Z 373 Entomology
- BIOL-Z 383 Laboratory in Entomology (2 cr.)
- BIOL-Z 460 Animal Behavior
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

#### Cellular Courses

- BIOL-L 280 Introduction to Bioinformatics
- BIOL-L 312 Cell Biology
- BIOL-L 313 Cell Biology Laboratory
- BIOL-L 317 Developmental Biology
- BIOL-L 321 Principles of Immunology
- BIOL-L 323 Molecular Biology Laboratory
- BIOL-L 490 Individual Study (1-12 cr.)
- BIOL-M 430 Virology Lecture
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

#### Biological Sciences | B.S.

#### Bachelor of Science (B.S.) in Biological Sciences

#### 4-Year Degree Plan (Sample)

#### About the Bachelor of Science in Biological Sciences

The Bachelor of Science (B.S.) degree is appropriate for students oriented toward graduate school, professional

school (medical, dental, pharmacy, optometry, veterinary), or positions that require greater depth in the biological and physical sciences. This degree provides a strong background in the fundamentals of biology and cognate areas and prepares the student for a career as a professional biologist. Students planning to major in biological sciences should contact an academic advisor in biological sciences before their first semester to develop a plan for their academic course of study.

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students receiving the Bachelor of Science in Biological Sciences degree must complete:

- the campuswide and College of Liberal Arts and Sciences general-education requirements
- a set of core biology, chemistry, physics, and mathematics courses
- a set of elective biology courses

### General-Education Curriculum (33-39 cr.)

#### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Requirement met by mathematics core courses
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | BIOL-L 403 Biology Seminar

### Common Core Courses (12 cr.)

- Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the courses must be completed at the 300-level.
- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

- Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.
- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

### World Languages (3-9 cr.)

- At least one course at the 200-level or higher

### Core Courses (62 cr.)

- In addition, the following concentration requirements must be met; all biology coursework must be completed with a grade of C– or higher.

### Biological Sciences

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- BIOL-L 403 Biology Seminar

### Chemistry

- 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)

### Physics

Select one of the following sequences:

#### Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

#### Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### Mathematics

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

### Statistics

- One course in statistics (BIOL-L 220 Biostatistics recommended)

### Elective Courses (22 cr.)

- Students must complete at least 22 additional credit hours of elective biological sciences courses. This coursework must include at least three laboratory classes, at least one course from the organismal courses area, and at least one course from the cellular courses area.

### Organismal Courses

- BIOL-B 300 Vascular Plants
- BIOL-L 304 Marine Biology
- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 318 Evolution
- BIOL-L 342 Tropical Marine Biology Field Course
- BIOL-L 473 Ecology
- BIOL-L 474 Field and Laboratory Ecology (2 cr.)
- BIOL-Z 373 Entomology
- BIOL-Z 383 Laboratory in Entomology (2 cr.)
- BIOL-Z 460 Animal Behavior
- PHSL-P262 Human Anatomy and Physiology 2 (5 cr.)

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### Cellular Courses

- BIOL-L 280 Introduction to Bioinformatics
  - BIOL-L 312 Cell Biology
  - BIOL-L 313 Cell Biology Laboratory
  - BIOL-L 317 Developmental Biology
  - BIOL-L 321 Principles of Immunology
  - BIOL-L 323 Molecular Biology Laboratory
  - BIOL-L 490 Individual Study (1-12 cr.)
  - BIOL-M 430 Virology Lecture
  - MICR-M 310 Microbiology
  - MICR-M 315 Microbiology Laboratory (2 cr.)
- 

### Minor in Biological Sciences

#### Requirements (21 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
  - BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
  - BIOL-L 211 Molecular Biology
  - Additional majors courses, including at least one course at the 300- or 400-level, and at least one laboratory course (8 cr.)
- 

## Chemistry and Biochemistry | Index

### Chemistry and Biochemistry

**Gretchen Anderson, Ph.D. | Chair**  
**Northside Hall 137 | (574) 520-4233 |**  
[chemistry.iusb.edu](http://chemistry.iusb.edu)

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#### Faculty

Professors | **G. Anderson (Chair), Feighery**  
 Associate Professors | **Marmorino, McMillen**  
 Assistant Professor | **Muna**  
 Faculty Emeriti | **Garber, Huitink, Nazaroff**  
 Laboratory Supervisor | **C. Fox**

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#### Undergraduate Degrees Offered

- Bachelor of Arts in Chemistry | 4-Year Degree Plan (Sample)
  - Bachelor of Science in Chemistry | 4-Year Degree Plan (Sample)
  - Bachelor of Science in Biochemistry | 4-Year Degree Plan (Sample)
- 

#### Minors Offered

- Minor in Chemistry
  - Minor in Biochemistry
- 

#### Course Descriptions

Biology BIOL | Chemistry CHEM | Mathematics MATH

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#### Index

- Introductory Courses
  - Placement Examination
- 

### Chemistry and Biochemistry | Information Chemistry and Biochemistry

The Department of Chemistry and Biochemistry offers the Bachelor of Arts in chemistry, the Bachelor of Science in Chemistry, and the Bachelor of Science in Biochemistry. The Bachelor of Science in Chemistry degree is certified by the American Chemical Society. To enter one of these degree programs, students should have completed a minimum of two years of high school algebra, one-half year of trigonometry, one year each of chemistry and physics, and three or four years of a modern world language. Those who have not completed the suggested high school mathematics are advised to take a semester of precalculus mathematics as soon as possible in preparation for MATH-M 215 Calculus I.

A person with a chemistry or biochemistry major could work as an industrial chemist; enter a professional school (medical, dental, optometry, veterinary medicine, pharmacy, law) or a medical technology program; enter graduate school in chemistry or in a related field such as anatomy, biochemistry, biophysics, chemical physics, computer science, chemical engineering, medical biophysics, medicinal chemistry, microbiology, pharmacology, physiology, toxicology, materials science, or biotechnology.

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#### Introductory Courses

General interest courses offered for students in programs requiring only one semester of chemistry:

- CHEM-N 190 The Natural World
- CHEM-C 120 Chemistry Laboratory (2 cr.)

Courses offered for students required to complete two semesters of chemistry:

- CHEM-C 101 Elementary Chemistry 1
- CHEM-C 102 Elementary Chemistry 2
- CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)

Courses offered for students needing basic courses that provide the foundation for advanced work in scientific fields:

- 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.)

### Placement Examination

Students planning to enroll in CHEM-C 101 Elementary Chemistry 1 or CHEM-C 105 Principles of Chemistry I must place at Level 4 of the mathematics placement examination before registering for the course. This examination is used to determine whether or not a student has the mathematical skills required for CHEM-C 101 Elementary Chemistry 1 and CHEM-C 105 Principles of Chemistry I.

Information about the mathematics placement examination may be found in the mathematics section of this publication.

### Chemistry | B.A.

#### Bachelor of Arts (B.A.) in Chemistry

#### 4-Year Degree Plan (Sample)

##### About the Bachelor of Arts in Chemistry

Students earning the 120 credit hour Bachelor of Arts in chemistry degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

##### Degree Requirements (120 cr.)

##### Concentration Requirements (55 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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.)
- An additional 25 credit hours in chemistry above the 200-level, which must include:
  - CHEM-C 301 Chemistry Seminar 1 (1 cr.)
  - CHEM-C 310 Analytical Chemistry (4 cr.)
  - CHEM-C 341 Organic Chemistry Lectures 1
  - CHEM-C 342 Organic Chemistry Lectures 2
  - CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
  - CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
  - CHEM-C 361 Physical Chemistry of Bulk Matter

### Sequence 1

- PHYS-P 201 General Physics 1
- PHYS-P 202 General Physics 2 (5 cr.)

### Sequence 2 (recommended)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### The following mathematics courses:

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

### Biochemistry | B.S.

#### Bachelor of Science (B.S.) in Biochemistry

#### 4-Year Degree Plan (Sample)

##### About the Bachelor of Science in Biochemistry

The 120 credit hour Bachelor of Science (B.S.) in Biochemistry is designed to meet the criteria of the American Society of Biochemistry and Molecular Biology, and should prepare students well for a variety of careers. The breadth and multidisciplinary nature of the curriculum ensures students will have many exciting and challenging career options available to them.

The degree consists of general-education and world language requirements and required and elective courses in chemistry, biology, physics, and mathematics.

##### Degree Requirements (120 cr.)

##### General Education Curriculum

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see the General Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

##### Campuswide Curriculum (33-39 cr.)

All courses are 3 credit hours, unless otherwise designated.

##### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Requirement fulfilled by major
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list

##### Common Core Courses (12 cr.)

- Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.
  - **The Natural World** | Select from approved course list
  - **Human Behavior and Social Institutions** | Select from approved course list
  - **Literary and Intellectual Traditions** | Select from approved course list
  - **Art, Aesthetics, and Creativity** | Select from approved course list

**Contemporary Social Values (8 cr.)**

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

**World Languages (9 cr.)**

- At least one course at the 200-level or higher

**Concentration Requirements (72-75 cr.)****Biology (11 cr.)**

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 312 Cell Biology

**Chemistry (32 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 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 361 Physical Chemistry of Bulk Matter; **or**
- CHEM-C 362 Physical Chemistry of Molecules
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism
- CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

**Mathematics (10 cr.)**

- MATH-M 215 Calculus (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

**Physics (10 cr.)**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

**Electives (9 cr.; 3 cr. from Biology)****Biology**

- BIOL-L 280 Introduction to Bioinformatics
- BIOL-L 311 Genetics
- BIOL-L 313 Cell Biology Laboratory
- BIOL-L 317 Developmental Biology
- BIOL-L 321 Principles of Immunology
- BIOL-L 323 Molecular Biology Laboratory
- BIOL-M 430 Virology Lecture
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

**Chemistry**

- CHEM-C 310 Analytical Chemistry (4 cr.)
- CHEM-C 362 Physical Chemistry of Molecules (3-4 cr.)
- CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
- CHEM-C 430 Inorganic Chemistry

**Mathematics**

- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)

**Research (Permission required from program director)**

- CHEM-C 409 Chemical Research (1-3 cr.)
- BIOL-L 490 Individual Study (1-3 cr.)

**Chemistry | Minor****Minor in Chemistry****Course Requirements (22 cr.)**

All courses are 3 credit hours, unless otherwise designated.

A minor in chemistry shall consist of the following courses:

- 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.)
- An additional 10 credit hours above the 200-level

**Minor in Biochemistry (16 cr.)**

All courses are 3 credit hours, unless otherwise designated.

A minor in biochemistry shall consist of the following courses:

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 485 Biosynthetic Pathways and Control of Metabolism
- CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

Any course counted toward the biochemistry minor may not also be counted toward the major if the course is within the same department as the major. Students may substitute appropriate science courses for the above if these courses are counted toward the major.

For chemistry majors, an appropriate course substitution for CHEM-C 484 Biomolecules and Catabolism would include:

- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology
- BIOL-L 317 Developmental Biology
- BIOL-L 323 Molecular Biology Laboratory

For biology majors, appropriate course substitutions for BIOL-L 102 Introduction to Biological Sciences 2 and BIOL-L 211 Molecular Biology would include:

- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)

**Chemistry | B.S.****Bachelor of Science (B.S.) in Chemistry****4-Year Degree Plan (Sample)****About the Bachelor of Science in Chemistry**

The Bachelor of Science (B.S.) in Chemistry degree is a 120 credit hour degree program certified by the American

Chemical Society. The degree consists of the following general-education and concentration requirements.

### General Education Curriculum

- For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see the General-Education site.
- All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Campuswide Curriculum (33-39 cr.)

#### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Requirement fulfilled by major
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list

### Common Core Courses (12 cr.)

- Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.
- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

- Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.
- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

### World Languages (9 cr.)

- At least one course at the 200-level or higher

### Concentration Requirements (74-76 cr.)

#### Biology (5 cr.)

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

#### Chemistry (46 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 301 Chemistry Seminar 1 (1 cr.)
- CHEM-C 310 Analytical Chemistry (4 cr.)
- CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)
- CHEM-C 341 Organic Chemistry Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 361 Physical Chemistry of Bulk Matter
- CHEM-C 362 Physical Chemistry of Molecules (4 cr.)
- CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 484 Biomolecules and Catabolism
- A minimum of 3 credit hours in chemistry electives at or above the 300-level

### Mathematics (13-15 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- A minimum of 3 credit hours in mathematics at or above the 300-level (except MATH-M 380 History of Mathematics)

### Physics (10 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

## Cognitive Science | Minor

### Cognitive Science

**Murlidharan Nair, Ph.D. | Coordinator**  
(574) 520-5068 | [mind.iusb.edu](http://mind.iusb.edu)

### Faculty

Coordinator | [Nair](#)  
Faculty Advisors | **Juricevic, Nair, Scheessele, Schult, Shrader, Vrajitoru, Wells, Zhang, Zynda**

### Minor Offered

Minor in Cognitive Science

### Course Descriptions

Cognitive Science COGS

### About the Minor in Cognitive Science

Cognitive Science encompasses the description, modeling, analysis, and general study of cognitive (knowing, perceiving, conceiving) processes. The departments of mathematics, computer science, philosophy, and psychology cooperate to offer a minor in cognitive science. An interdisciplinary committee oversees the minor program. Contact any of the above faculty members for information about the Cognitive Science Program.

### Notes |

- At least 3 credit hours from each of the areas of computer science or mathematics, philosophy, and psychology, chosen from the courses listed

above, must be included in the program, subject to the following exception. Because no course can count toward both a major and a minor, students who major in one of the departments listed above (mathematics, computer science, philosophy, or psychology) may be allowed to count an extra course in one of the other departments toward the cognitive science minor if they need to apply all courses listed above in their major area toward that major. This substitution is subject to the approval of the Cognitive Science Committee.

- All minor programs require approval by the Cognitive Science Committee. Courses not listed above may be included with permission of the committee. Such courses are not restricted to the areas of mathematics, computer science, psychology, and philosophy; there may also be appropriate courses from anthropology, linguistics, or neuroscience, among others.

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### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | Because their content varies, these courses can only count toward the minor when offered with subtitles or topics specifically approved by the committee for the minor.

### Cognitive Science (3 cr.)

- COGS-B 190 Human Behavior and Social Institutions  
VT: How the Mind Works: Explorations in Cognitive Science

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### Computer and Information Sciences

- CSCI-A 201 Introduction to Programming (4 cr.)\*
- CSCI-C 101 Computer Programming I (4 cr.)\*
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 251 Foundations of Digital Computing
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 490 Seminar in Computer Science (1-3 cr.)\*

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### Mathematics

- MATH-M 343 Introduction to Differential Equations I
- MATH-M 344 Introduction to Differential Equations II
- MATH-M 365 Introduction to Probability and Statistics
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 463 Introduction to Probability Theory 1
- MATH-M 466 Introduction to Mathematical Statistics

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### Philosophy (3 cr. minimum)

- HPSC-X 100 Human Perspectives on Science\*
- HPSC-X 200 Scientific Reasoning
- HPSC-X 220 Issues in Science: Humanities  
VT: Historical and Philosophical Perspectives on Science\*
- HPSC-X 303 Introduction to Philosophy of Science
- PHIL-P 250 Introductory Symbolic Logic
- PHIL-P 312 Topics in Theory of Knowledge
- PHIL-P 313 Theories of Knowledge

- PHIL-P 320 Philosophy and Language
- PHIL-P 360 Introduction to Philosophy of Mind
- PHIL-P 366 Philosophy of Action
- PHIL-P 383 Topics in Philosophy\*

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### Psychology (3 cr. minimum)

- 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 390 Special Topics in Psychology\*
- PSY-P 423 Human Neuropsychology
- PSY-P 438 Language and Cognition
- PSY-P 443 Cognitive Development
- PSY-P 459 History and Systems of Psychology
- PSY-P 495 Readings and Research in Psychology (1-3 cr.)\*  
VT: Supervised Research

# Computer and Information Science | Index

## Computer and Information Science

David Surma, Ph.D. | Chair  
Northside Hall 301A | (574) 520-5521 | [computerscience.iusb.edu](http://computerscience.iusb.edu)

### Faculty

Professor | **Wolfer**  
Associate Professors | **Adaikkalvan, Hakimzadeh** (Associate Chair), **Nair, Scheessele, Surma** (Chair), **Vrajitoru, Yu, Zhang**  
Assistant Professors | **Dinh**  
Faculty Emeriti | **Knigh, J. Russo**

### Graduate Degree Offered

Master of Science in Applied Mathematics and Computer Science | Transfer Credits | Thesis Option

### Undergraduate Degrees Offered

- Bachelor of Science in Computer Science | 4-Year Degree Plan (Sample)

### Minors Offered

- Minor in Computer Science
- Minor in Computer Applications

### Certificates Offered

- Certificate in Computer Programming
- Certificate in Advanced Computer Programming
- Certificate in Computer Applications
- Certificate in Technology Administration

### Course Descriptions

Computer and Information Science COIS

### Index

- Department Information
- Scheduling of Computer Science Courses
- Placement Examination

## Computer and Information Science | Information Computer and Information Science

### About Computer and Information Science

The department offers a Bachelor of Science (B.S.) in Computer Science, a Master of Science (M.S.) in Applied Mathematics and Computer Science, minors in Computer Science and Computer Applications, and certificates in Computer Programming, Advanced Computer Programming, Computer Applications, and Technology Administration. In collaboration with other departments, the department also offers a Bachelor of Science (B.S.) in Informatics, and minors in Informatics and Cognitive Science. Computer and Information Sciences also provides support to the Master of Science in Management of Information Technology offered by the Judd Leighton School of Business and Economics.

The Bachelor of Science degree in computer science follows the guidelines set out by the Association for Computing Machinery (ACM) and Institute of Electrical and Electronic Engineers (IEEE), the leading professional computing societies. Students in this degree program complete a core curriculum that builds an overall

understanding of computers, computing environments, and theoretical issues. The degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in computing.

The Bachelor of Science in Informatics and the minor in informatics are offered jointly with a number of other departments at IU South Bend. A complete description of this program can be found on the Informatics campus bulletin site.

The Master of Science in Applied Mathematics and Computer Science is offered jointly with the Department of Mathematical Sciences. Students in the program take advanced courses in both computer science and applied mathematics, with emphasis on real-world problems and applications.

### Scheduling of Computer Science Courses

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion.

Any student who intends to major or minor in computer science or obtain a departmental certificate should contact the chair of the Department of Computer and Information Sciences as soon as possible to arrange for academic advising.

### Placement Examination

Students planning to enroll in CSCI-C 101 Computer Programming I must place at Level 3 of the mathematics placement examination before registering for the course. The examination tests mathematics skills (arithmetic, algebra, and trigonometry) which students entering the computing curriculum are generally expected to have mastered in their precollege studies. Students who place lower than Level 3 on the examination must complete appropriate preparatory mathematics courses.

To assist the computer science advisors in determining the proper starting point, computer science students are encouraged to complete the computer science placement examination.

The minor in Cognitive Science is offered jointly with the departments of mathematical sciences, philosophy, and psychology. A complete description of this program begins on the Cognitive Science campus bulletin website.

## Computer and Information Science | B.S. Bachelor of Science (B.S.) in Computer Science

### 4-Year Degree Plan (Sample)

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise stated.

#### General Education Curriculum (30 cr.)

#### Fundamental Literacies (10 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Satisfied by required computer science courses.
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Satisfied by required mathematics courses

- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | Satisfied by required computer science courses

### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** |
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- Non-Western Cultures | Select from approved course list
- Diversity in United States Society | Select from approved course list
- Health and Wellness (2 cr.) | Select from approved course list

### Additional Requirements (90 cr.)

#### Societal Issues in Computing (3 cr.)

- INFO-I 202 Social Informatics

#### World Languages (6 cr.)

- Two semesters in a single language, or equivalent (may be satisfied with language placement test and credit by examination)

#### Physical and Life Sciences (14 cr.)

- PHYS-P 303 Digital Electronics (4 cr.) (Includes a required laboratory component)

Select two options from the following:

#### Biology Option 1

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)

#### Biology Option 2

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

#### Chemistry Option 1

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)

#### Chemistry Option 2

- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)

#### Physics Option 1

- PHYS-P 201 General Physics 1 (5 cr.)

#### Physics Option 2

- PHYS-P 202 General Physics 2 (5 cr.)

#### Physics Option 3

- PHYS-P 221 Physics 1 (5 cr.)

#### Physics Option 4

- PHYS-P 222 Physics 2 (5 cr.)

**Note** | Credit not given for both PHYS-P 201 General Physics 1 and PHYS-P 221 Physics 1

#### Mathematics (13 cr.)

**Note** | A grade of C or higher in each course is required.

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 260 Combinatorial Counting and Probability
- MATH-M 261 Statistical Inferences (2 cr.)
- MATH-M 301 Linear Algebra and Applications

#### Computer Science (47 cr.)

**Note** | A grade of C– or higher in each course is required. At least 22 of the 44 credit hours must be taken at IU South Bend.

- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-C 101 Computer Programming I (4 cr.) (Test out is available)
- CSCI-C 151 Multiuser Operating Systems (2 cr.) (Test out is available)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 250 Discrete Structures
- CSCI-C 308 System Analysis and Design (4 cr.)
- CSCI-C 311 Programming Languages
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 435 Operating Systems 1 (4 cr.)
- CSCI-C 455 Analysis of Algorithms I
- Three additional computer science courses at or above the level of CSCI-C 243 Introduction to Data Structures. Select from the following:
  - CSCI-B 424 Parallel and Distributed Programming
  - CSCI-B 438 Fundamentals of Computer Networks
  - CSCI-B 451 Security in Computing
  - CSCI-C 442 Database Systems
  - CSCI-C 463 Artificial Intelligence I
  - CSCI-C 481 Interactive Computer Graphics
  - CSCI-C 490 Seminar in Computer Science (1-3 cr.) (choose topics such as biomorphic computing, computer vision, advanced Java, or embedded systems)
  - CSCI-Y 398 Internship in Professional Practice
  - MATH-M 471 Numerical Analysis 1

#### General Electives (7 cr.)

#### Computer Applications/Science | Minor Minor in Computer Applications (16 cr.)

The goal of this minor is to provide the necessary technical expertise to those student preparing themselves for the new knowledge economy. Potential students who benefit from this minor may be found in many disciplines,

including health care, science and engineering, government, business, and education.

The minor consists of 16 credit hours (five courses) and provides the student with knowledge and understanding of computer hardware and software components and how they operate, use of common office automation and productivity software, introduction to operating systems, introduction to event driven programming and graphical user interfaces, introduction to Web-based programming, introduction to computer networks and the client/server computing model.

At least 10 of the 16 credit hours must be taken at IU South Bend. The student must complete the following courses with a grade of C– or better.

### Requirements (16 cr.)

All courses are 3 credit hours, unless otherwise designated.

- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 150 Introduction to Operating Systems (1 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 338 Network Technologies and Systems Administration (4 cr.)
- CSCI-A 340 An Introduction to Web Programming

### Minor in Computer Science

#### About the Minor in Computer Science

This requires 20 credit hours of computer science consisting of six courses. A grade of C– or higher in each course is required. At least 12 of the 20 credit hours must be taken at IU South Bend.

### Requirements (20 cr.)

All courses are 3 credit hours, unless otherwise designated.

- CSCI-C 101 Computer Programming I (4 cr.) (Test out is available)
- CSCI-C 151 Multiuser Operating Systems (2 cr.) (Test out is available)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)
- Two additional computer science courses (6 cr.) at or above the level of CSCI-C 243 Introduction to Data Structures

### Computer and Information Science | Certificates Certificate in Computer Applications

#### Notes |

- The student must complete the following courses at IU South Bend with a grade of C– or higher. At least 16 of the 19 credits must be taken at IU South Bend.
- In addition, the student may be required to take additional courses to remedy deficiencies in their background.

### Requirements (19 cr.) |

All classes are 3 credit hours, unless otherwise designated.

- CSCI-A 106 Introduction to Computing

- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 150 Introduction to Operating Systems (1 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 338 Network Technologies and Systems Administration (4 cr.)
- CSCI-A 340 An Introduction to Web Programming

### Certificate in Computer Programming

#### Notes |

- The certificate consists of 14 credit hours. The student must complete the following courses at IU South Bend with a grade of C– or higher.
- In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition 1 on the IU South Bend English placement examination.

### Requirements (14 cr.) |

All courses are 3 credit hours, unless otherwise designated.

- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)

### Certificate in Advanced Computer Programming

#### Notes |

- The certificate consists of 25 credit hours. Complete the following seven courses with a grade of C– or higher; at least six of these courses must be taken at IU South Bend.
- In addition, the student must take and pass ENG-W 130 Principles of Composition with a grade of C or higher, or else must score at a level that would permit them to take ENG-W 131 Elementary Composition 1 on the IU South Bend English placement examination. A student who has earned the Certificate in Computer Programming may afterwards take the remaining courses required to earn the Certificate in Advanced Computer Programming.

### Requirements (25 cr.) |

All courses are 3 credit hours, unless otherwise designated.

- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)
- CSCI-C 201 Computer Programming II (4 cr.)
- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 308 System Analysis and Design (4 cr.)
- CSCI-C 335 Computer Structures (4 cr.)
- One additional computer science courses above the level of CSCI-C 243 Introduction to Data Structures

### Certificate in Technology for Administration

#### Notes |

- A bachelor's degree is required to enroll in this program. The student must complete the following courses at IU South Bend with a grade of B or higher.
- In addition, students may be required to take additional courses to remedy deficiencies in their background.

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### Requirements (14 cr.) |

All courses are 3 credit hours, unless otherwise designated.

- CSCI-A 505 Object-Oriented Programming (4 cr.)
- CSCI-A 510 Database Management Systems
- CSCI-A 515 Telecommunications and Computer Networking (4 cr.)
- One course in website development, approved by the department

### Applied Mathematics and Computer Science | M.S. Master of Science (M.S.) in Applied Mathematics and Computer Science

Northside Hall 341 | (574) 520-4335 | [math-compsci.iusb.edu](http://math-compsci.iusb.edu)

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### Program Description

This degree is offered jointly by the Department of Computer and Information Sciences and the Department of Mathematical Sciences. The goal of this program is to address the needs of people who have work experience in technical or quantitative fields; people with undergraduate degrees in science or business; or people who simply wish to increase their level of skills and expertise in computing and applied mathematics.

Students work with an advisor to select a schedule of courses tailored to their personal interests and goals. A specialization will be selected in either computer science, applied mathematics, or with the help of their advisor, in both disciplines. Thesis and non-thesis options are available. The emphasis throughout the curriculum is on the real-world problems and applications likely to be encountered in business and industry.

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### Admission Requirements

Candidates for admission to the program are required to hold a bachelor's degree from an accredited institution with a minimum GPA of 3.0. Alternatively, an applicant whose past academic record is not sufficiently strong (e.g. low GPA, outdated undergraduate degree, etc.) can qualify for admission by scoring 600 or higher on the quantitative component of the Graduate Record Examination (GRE). No specific undergraduate field of study is required. Students with satisfactory competence in undergraduate study of basic computer and mathematics subjects are encouraged to apply. Typically, these applicants have undergraduate degrees in mathematics, computer science, chemistry, physics, biological sciences, engineering, secondary mathematics education, business, economics, and other technical fields. In all cases, students lacking an appropriate background in computer science and/or mathematics are required to remove those deficiencies in a timely manner before taking graduate courses. Specifically,

- At most, 50 percent of coursework may be taken under provisional status, pending formal admission.

- Students with provisional status must have explicit permission from the graduate director prior to registering for graduate courses.

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### Application Procedure

For an application to be considered, the following must be received:

- Application for admission, [www.iusb.edu/graduate-studies](http://www.iusb.edu/graduate-studies)
- Three letters of recommendation
- IU South Bend application fee
- Official transcript from each postsecondary school attended
- Evidence of an earned, four-year, bachelor's degree
- GRE scores, if submitted as evidence of academic strength (optional)
- Acceptable TOEFL scores for non-English speaking applicants (score of 550 is currently required)

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### Degree Requirements

The program is tailored to individual student needs and consists of 33 credit hours. Students who choose the thesis option must complete 6 to 9 credit hours of thesis and complete the remaining credits up to 33 with coursework. No more than two 400-level courses may apply towards this degree.

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### Computer Science Concentration

#### Recommended courses |

- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing
- CSCI-B 503 Algorithms Design and Analysis
- CSCI-B 524 Parallelism in Programming Language and Systems
- CSCI-B 538 Networks and Distributed Computing
- CSCI-B 551 Elementary Artificial Intelligence
- CSCI-B 553 Neural and Genetic Approaches to Artificial Intelligence
- CSCI-B 561 Advanced Database Concepts
- CSCI-B 581 Advanced Computer Graphics
- CSCI-B 582 Image Synthesis
- CSCI-B 583 Game Programming and Design
- CSCI-B 651 Natural Language Processing
- CSCI-B 657 Computer Vision
- CSCI-B 689 Topics in Graphics and HCI
- CSCI-C 435 Operating Systems 1
- CSCI-C 442 Database Systems
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 490 Seminar in Computer Science
- CSCI-P 565 Software Engineering I

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### Applied Mathematics Concentration

#### Recommended courses |

- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 447 Mathematical Models/Applications 1
- MATH-M 448 Mathematical Models/Applications 2
- MATH-M 451 The Mathematics of Finance
- MATH-M 463 Introduction to Probability Theory 1
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 546 Control Theory

- MATH-M 551 Markets and Asset Pricing
- MATH-M 560 Applied Stochastic Processes
- MATH-M 565 Analysis of Variance
- MATH-M 562 Statistical Design of Experiments
- MATH-M 571 Analysis of Numerical Methods I
- MATH-M 572 Analysis of Numerical Methods II
- MATH-M 575 Simulation Modeling
- MATH-M 576 Forecasting
- MATH-M 574 Applied Regression Analysis
- MATH-M 577 Operations Research: Modeling Approach
- MATH-M 590 Seminar

#### Notes |

- Students are encouraged to take courses bridging the two disciplines (e.g. MATH-M 562 Statistical Design of Experiments and CSCI-B 581 Advanced Computer Graphics). Both full- and part-time study is possible.
- Students are expected to maintain a cumulative GPA of 3.0 or above. Failure to maintain a 3.0 GPA for two consecutive semesters, or accumulating any two grades of D or below, may result in dismissal from the program.
- The program must be completed within seven years. Only courses taken within seven years of completion of the first course in the program may count toward this degree.

- Students are responsible for supplying course documentation, such as an official course description, a course syllabus, etc. to be used by the graduate director to assess transfer course applicability to this program.
- A student may transfer at most 6 credit hours of the Applied Mathematics and Computer Science degree program coursework from an accredited institution.
- The course must appear on an official transcript sent to IU South Bend.
- Only courses taken within seven years may be counted toward this degree. Courses transferred must be seven years old or less at the time of completion of the IU South Bend program. Exceptions are at the discretion of the graduate director.

#### Thesis option

Students who choose the thesis option must complete 6 to 9 credit hours of thesis and complete the remaining credits up to 33 with coursework. In preparation for the thesis, a student should identify to the program's graduate director an advisor and a committee. The advisor is a faculty member from either the Department of Computer and Information Sciences or the Department of Mathematical Sciences. The committee is comprised of two faculty members representing the two areas of specialization, one of them being the advisor. A third member is required and can be a faculty member from within or outside of either department. The third member may also be an approved individual from business or industry. Additional members may be included in the committee with approval of the graduate director.

The student must submit a thesis proposal to the committee for approval. Upon completion of the thesis, a written document is prepared and an oral defense is scheduled. The document is to be reported in a thesis format. After a successful defense, the final version will be archived in the department and in the IU South Bend library. There is no comprehensive exam. Rather, a student finishes the program with the thesis option by successfully defending the thesis, making corrections to the document, and submitting the final version for archiving.

#### Transfer Credit Hours

Students wishing to transfer coursework from another graduate program should keep the following information in mind:

- Transfer credit hours must be approved by the program graduate director or persons designated by the Graduate Committee.

## Criminal Justice | Index

### Criminal Justice

**Qiang Xu, Ph.D. | Chair**

**Wiekamp Hall 2218 | (574) 520-4836 | [cjus.iusb.edu](http://cjus.iusb.edu)**

#### Faculty

Associate Professor | **Xu (Chair)**

Assistant Professors | **Budd, Colanese**

Senior Lecturer | **Seniff**

Faculty Emeriti | **Anderson**

#### About Criminal Justice

Students in criminal justice study both domestic and international structures, functions, behaviors, and public policies related to the apprehension, prosecution, sentencing, and incarceration of offenders. Graduates are prepared for a wide range of careers in the criminal justice arena at the local, county, state, and federal levels, as well as numerous opportunities in the private sector. Many graduates go on to law school or graduate school. Graduates can also be found working in the social welfare field, business, and in regulatory agencies such as the Environmental Protection Agency and the Occupational Health and Safety Administration, among others.

#### Degree/Major Offered

- Bachelor of Science in Criminal Justice | 4-Year Degree Plan (Sample)
- Major in Criminal Justice

#### Minor Offered

Minor in Criminal Justice

#### Certificate Offered

Certificate in Correctional Management and Supervision

#### Course Descriptions

Criminal Justice CJUS

#### Criminal Justice | B.S.

#### Bachelor of Science (B.S.) in Criminal Justice

#### 4-Year Degree Plan (Sample)

#### About the B.S. in Criminal Justice

The B.S. in Criminal Justice requires 120 credit hours. The degree program includes three main areas: general education, electives, and criminal justice.

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum

Visit the General Education website for a detailed description of the IU South Bend general-education curriculum, including lists of approved courses. All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

#### Campuswide Curriculum (33-37 cr.)

#### Fundamental Literacies (13-19 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1

- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | select one of the following:
  - CJUS-P 424 Crime Mapping and Geographic Information Systems
  - Select from approved course list
- **Quantitative Reasoning** | Select one of the following:
  - CJUS-K 300 Techniques of Data Analysis
  - MATH-M 111 Mathematics in the World
  - MATH-M 118 Finite Mathematics
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy** | Select from approved course list

#### Common Core Courses (12 cr.)

- Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.
  - **The Natural World** | Select from approved course list
  - **Human Behavior and Social Institutions** | Select from approved course list
  - **Literary and Intellectual Traditions** | Select from approved course list
  - **Art, Aesthetics, and Creativity** | Select from approved course list

#### Contemporary Social Values (8 cr.)

- Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.
  - **Non-Western Cultures** | Select from approved course list
  - **Diversity in United States Society** | Select from approved course list (sociology or psychology recommended)
  - **Health and Wellness** (2 cr.) | Select from approved course list

#### Additional Requirements (18 cr.)

- CJUS-K 300 Techniques of Data Analysis
- ECON-E 104 Introduction to Macroeconomics
- ENG-W 231 Professional Writing Skills
- Three courses from sociology or psychology, with at least one 300-level class or above

#### World Languages (12 cr.)

- Select four courses in one language. Students may earn up to 6 credit hours for testing out of any two of these language classes (101, 102, 203, or 204) with the world languages placement examination. See the world language studies website for more details.

#### Criminal Justice Major (36 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | A grade of C– or higher in each course is required)

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 290 The Nature of Inquiry
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 330 Criminal Justice Ethics
- CJUS-P 370 Criminal Law
- CJUS-P 410 Analysis of Crime and Public Policy
- Three additional criminal justice courses

### Experiential Recommendation

It is recommended that students engage in a practical experience related to public affairs, e.g., internship, work experience, or some other activity approved by an academic advisor.

### Electives (15 cr.)

Sufficient number to total a minimum of 120 credit hours.

### Criminal Justice | Minor | Certificate Minor in Criminal Justice

**Note** | The student must complete the following courses with a grade of C– or better

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- CJUS-P 100 Introduction to Criminal Justice

### Select one of the following:

- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 370 Criminal Law

### Select three of the following:

- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 301 Police in Contemporary Society
- CJUS-P 302 Courts and Criminal Justice
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 370 Criminal Law

### Certificate in Correctional Management and Supervision

### About the Certificate in Correctional Management and Supervision

This certificate is designed to assist those interested in employment in the correctional arena; those already serving; or individuals from allied disciplines such as sociology and psychology who may have a career interest in corrections. The certificate hours may also be applied to course requirements for the Bachelor of Science in Criminal Justice.

### Requirements (15 cr.) |

- CJUS-P 100 Introduction to Criminal Justice
- CJUS-P 300 Topics in Criminal Justice  
VT: Correctional Administration  
VT: Correctional Counseling
- CJUS-P 303 Corrections and Criminal Justice
- CJUS-P 315 Corrections and Constitutional Law

## Earth and Space Science | Minor

### Earth and Space Sciences

**Henry Scott, Ph.D. | Coordinator**  
**Northside Hall 345 | (574) 520-5527**

### Faculty

Professors | **Levine, Lynker**  
Associate Professor | **Scott**  
Senior Lecturer | **Borntrager**  
Coordinator | **Scott**

### About Earth and Space Science

The Earth and Space Science minor is designed to provide students with a solid geological foundation supplemented with electives of broad relevance to earth and space science. The minor may be particularly useful to those planning to pursue graduate degrees or teach in related fields, but all with an interest are welcome. No more than 3 credits may be Natural World courses at the N 190 level

### Degree Offered

Minor in Earth and Space Science

### Course Descriptions

Astronomy AST | Geology GEOL

### Minor in Earth and Space Science

### Concentration Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology

### Select three of the following electives:

- AST-N 190 The Natural World  
VT: Worlds Outside Our Own
- AST-N 190 The Natural World  
VT: Stars and Galaxies
- AST-N 390 The Natural World  
VT: History of the Universe
- GEOL-N 190 The Natural World  
VT: Geology of the National Parks
- GEOL-N 190 The Natural World  
VT: Rocks, Gems, and Fossils
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 413 Introduction to Geophysics

## East Asian Studies | Minor

### East Asian Studies

**Yosuke Nirei, Ph.D. | Coordinator**  
**(574) 520-4395 | [internationalprog.iusb.edu](http://internationalprog.iusb.edu)**

### Faculty

Coordinator | **Nirei**  
Faculty Advisors | **L. Chen, Green, Obata, Sernau, Walker, Xu, Yu**

### About East Asian Studies

The minor focuses on the studies of East Asia, its cultures, societies, histories, and languages, as well as on the

experiences of people from the United States and their descendants from the East Asian regions. East Asia mainly consists of China, Japan, Korea, and Vietnam, and the bordering areas in Asia and the Pacific. The approach is interdisciplinary, combining a variety of fields including history, language, media and gender studies, political science, sociology, and anthropology.

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### Minor Offered

Minor in East Asian Studies

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### Course Descriptions

Japanese and Chinese EALC

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### Minor in East Asian Studies

#### Notes |

- All coursework for the minor must be planned with an advisor from the East Asian Studies minor faculty. To preserve the minor's interdisciplinary focus, courses must be drawn from at least two different departments.
- Courses should also represent a student's range of study beyond one national framework.
- The 6 credit hours of electives may be drawn from the listed courses or an approved substitute. Students seeking to apply a course with a comprehensive theme (rather than with an East Asian regional theme) to the minor (not to a core course) must demonstrate that a major portion of their works, such as a longer term paper or research assignment, has dealt directly with a topic of East Asia.

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### Concentration Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- One 400-level course with East Asian Studies focus; or 300-level course with East Asian Studies focus with an additional research or term paper requirement; or independent study; or study abroad (3 cr.)

#### Select two of the following core courses:

- EALC-E 271 Twentieth Century Japanese Culture
- HIST-G 300 Issues in Asian History
- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-H 207 Modern East Asian Civilization
- HIST-H 237 Traditional East Asian Civilization

#### Select two of the following electives:

- CJUS-P 471 Comparative Study of Criminal Justice Systems
- EALC-E 271 Twentieth Century Japanese Culture
- EALC-J 301 Third-Year Japanese 1
- EALC-J 302 Third-Year Japanese 2
- EALC-J 401 Fourth-Year Japanese I
- GEOG-G 201 World Regional Geography
- HIST-G 300 Issues in Asian History
- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-H 207 Modern East Asian Civilization

- HIST-H 237 Traditional East Asian Civilization
- HIST-J495 Proseminar for History Majors  
VT: Social and Cultural History of Modern East Asia
- HIST-T 190 Literary and Intellectual Traditions  
VT: Japanese Aesthetics and Thought
- HIST-T 390 Literary and Intellectual Traditions  
VT: Gender and Sexuality in East Asia
- PHIL-P 374 Early Chinese Philosophy
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 324 Women and Politics
- REL-R 153 Religions of Asia
- TEL-R 404 Topical Seminar in Telecommunications  
VT: Japan, Asia, and the World in Media

## English | Index

### Department of English

**Robert Meyer-Lee, Ph.D. | Chair**  
**Wiekamp Hall 3127 | (574) 520-4304 | [english.iusb.edu](http://english.iusb.edu)**

#### Faculty

Associate Professors | **Brittenham, Chaney, Gindele, Meyer-Lee (Chair), K.C. Parker, Roth, K. Smith**  
 Assistant Professors | **Balthasar, He, Kahan, Magnan-Park, Mattox, Takanashi**  
 Senior Lecturers | **Botkin, J. Collins, Cubelic, Paris, Wolford**  
 Lecturers | **Bridger, Economakis, Hittle, Michaels, Nichols-Boyle**  
 Faculty Emeriti | **J. Blodgett, E. Lyons, Robinson, Scanlan, Sherwood, Vander Ven, Wolfson** Advisor (Creative Writing) | **Michaels**

#### About English

English courses teach students to analyze and interpret texts, think critically, and write for diverse audiences. Courses invite students to participate in a rich cultural conversation that ranges from ancient epics to contemporary film.

#### Graduate Degrees Offered

Master of Arts in English

#### Undergraduate Degrees Offered

Bachelor of Arts in English | 4-Year Degree Plan (Sample)

#### Minors Offered

Minor in English | Minor in Creative Writing | Minor in Film Studies

#### Certificate Offered

Certificate in Professional Writing

#### Course Descriptions

English ENGL | Linguistics LING

#### English as a Second Language

#### English as a Second Language

**Shawn Nichols-Boyle, Ph.D. | Acting Director (2012-2013)**

**Wiekamp Hall 3159 | (574) 520-4559 | [english.iusb.edu](http://english.iusb.edu)**

#### About English as a Second Language

Students whose native language is not English may be placed into the English as a Second Language (ESL) Program for additional support.

Students whose native language is not English are required to take placement examinations prior to registration. The ESL placement examinations include an oral and a written examination and determine whether special English instruction will be required as part of the regular student course load. Students must take any supplemental English language courses prescribed from the results of this examination. Fees for supplemental English courses are the same as for other courses, but no credits are earned towards meeting degree requirements. If students are required to take English course(s), they must begin them during their first semester of study, and complete any remaining course(s) during consecutive

subsequent semester(s). No interruption in the sequence of prescribed ESL courses will be permitted; students are automatically pre-registered in the prescribed ESL courses every semester until they are done with the sequence. Exceptions will be made in the summer, if classes are not offered at that time.

The ESL Program offers the following composition courses for nonnative speakers:

- ENG-G 13 Academic Writing Graduate Students (International Students)
- ENG-W 31 Pre-Composition/ESL (4 cr.)
- ENG-W 130 Principles of Composition/ESL

The ESL ENG-W 31 Pre-Composition/ESL and ESL ENG-W 130 Principles of Composition/ESL courses (above) offer instruction to students who need to develop the composition skills necessary for ENG-W 131 Elementary Composition 1, required for all IU South Bend degrees. Finally, a research-oriented graduate-level ESL composition course, similar to the undergraduate ENG-W 131 Elementary Composition 1 course, is available as ENG-G 13 Academic Writing for Graduate Students in the general course list (ENG).

Nonnative speakers may also be placed into the following language support classes:

- ENG-G 20 Communication Skills for Graduate Students and ITAS (4 cr.)
- LING-L 100 English Language Improvement (4 cr.)

See the general course listing for complete course descriptions.

For further information about the ESL Program, [contact](#) the program director.

#### English | B.A.

#### Bachelor of Arts (B.A.) in English

#### 4-Year Degree Plan (Sample)

#### About the Bachelor of Arts (B.A.) in English

The 120 credit hour English major prepares students for a variety of careers that demand expertise in analyzing texts, thinking critically, and writing for a diverse audience. These include, among others, print and electronic journalism, teaching, law, public relations, marketing, technical writing, librarianship, and information management.

#### Program Planning

Each student who enters the English major degree program shall be assigned an English advisor. Advisors meet with students in conference at least twice each academic year (at least once each semester). The student is responsible for scheduling and attending advising conferences.

Students earning the Bachelor of Arts in English degree must complete the campuswide general-education requirements, the College of Liberal Arts and Sciences requirements, and fulfill the following concentration requirements:

#### Total Hours Required

Complete 30 credit hours above the 100-level. Most majors take more than 30 credit hours. All majors choose

a concentration in literature or in writing, and take six core courses.

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### Course Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ENG-L 202 Literary Interpretation
- ENG-L 222 Introduction to Literary Criticism

#### Select two of the following:

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600–1800
- ENG-E 303 Literatures in English 1800–1900
- ENG-E 304 Literatures in English 1900–Present

#### Select one of the following:

- ENG-L 350 Early American Writing and Culture to 1800
- ENG-L 351 American Literature 1800-1865
- ENG-L 352 American Literature 1865-1914
- ENG-L 354 American Literature 1914-1960

**Note** | The American literature course must be taken in a different historical period than the two literatures in English courses

#### Select one of the following:

- ENG-L 450 Seminar: British and American Authors
- ENG-L 460 Seminar: Literary Form, Mode, and Theme

**Note** | The senior seminar shall not be taken until all or almost all other major courses have been completed.

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### Concentration in Literature Requirements (12 cr.)

- 200-level or higher English major course (3 cr.)
- 300-level or higher literature courses (9 cr.)

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### Concentration in Writing Requirements (12 cr.)

- 300-level or higher writing courses (6 cr.)
- 200-level or higher writing course (3 cr.)
- 200-level or higher English major course (3 cr.)

The following journalism courses are offered by communication studies in the Ernestine M. Raclin School of the Arts and can count toward an English major. See communication studies for these offerings.

- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 341 Newspaper Reporting

The department recommends that students who plan to continue in a graduate degree program take several hours of world languages, because master's and doctoral degree programs in English, as well as in many other areas, commonly require one or two world languages

### English/Creative Writing | Minor Minor in English

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ENG-L 202 Literary Interpretation

#### Select one of the following:

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600–1800
- ENG-E 303 Literatures in English 1800–1900
- ENG-E 304 Literatures in English 1900–Present
- ENG-L 222 Introduction to Literary Criticism
- ENG-L 350 Early American Writing and Culture to 1800
- ENG-L 351 American Literature 1800-1865
- ENG-L 352 American Literature 1865-1914
- ENG-L 354 American Literature 1914-1960
- Three additional English courses chosen from any that count toward the major, two of which must be 300-level or above

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### Minor in Creative Writing

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ENG-W 203 Creative Writing
- ENG-L 202 Literary Interpretation

#### Select one of the following:

- ENG-W 301 Writing Fiction (may be taken twice for credit)
- ENG-W 303 Writing Poetry (may be taken twice for credit)
- ENG-W 303 Writing Poetry (may be taken twice for credit)
- ENG-W 401 Advanced Fiction Writing (may be taken twice for credit)
- ENG-W 403 Advanced Poetry Writing (may be taken twice for credit)

#### Select one of the following:

- ENG-A 190 Art, Aesthetics, and Creativity
- ENG-A 399 Art, Aesthetics, and Creativity
- ENG-W 301 Writing Fiction (may be taken twice for credit)
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry (may be taken twice for credit)
- ENG-W 401 Advanced Fiction Writing (may be taken twice for credit)
- ENG-W 403 Advanced Poetry Writing (may be taken twice for credit)

#### Select one of the following:

- ENG-L 350 Early American Writing and Culture to 1800
- ENG-L 351 American Literature 1800-1865
- ENG-L 352 American Literature 1865-1914
- ENG-L 354 American Literature 1914-1960
- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600-1800
- ENG-E 303 Literatures in English 1800-1900
- ENG-E 304 Literatures in English 1900-Present

English majors may minor in creative writing if they choose the literature concentration in the major. In place of the ENG-L 202 Literary Interpretation requirement for the

minor, English majors take any creative writing course. In addition, they have the option to substitute another creative writing course for the literary survey requirement of the minor.

## English | Information Department of English

### First Year Writing Placement

All incoming students take a writing placement examination. During the examination period, they have 75 minutes to compose an essay on one of two topics provided. Their score on the examination determines which first-year writing class the student is placed into. As of February 2010, a score of 10 places them in ENG-W 31 Pre-Composition 1; a score of 20 places them in an enhanced, 4-credit hour version of ENG-W 130 Principles of Composition; a score of 30 places them in ENG-W 130 Principles of Composition; and a score of 40 places them in ENG-W 131 Elementary Composition 1, which fulfills the campus-wide General Education Fundamental Literacy Writing requirement. If a student has taken the SAT within the last three years and has a combined score on the Critical Reading and Writing sections equal to or greater than 960, they may opt for automatic placement at level 30 and enroll in ENG-W 130 Principles of Composition.

### Practicum/Internship Option

Students may, with permission of the Writing Certificate Committee, enroll in one supervised writing internship (ENG-W 398 Internship in Writing) or practicum after they have completed at least 12 of their 18 hours of coursework in the program. Approval of an internship or practicum is based on the strength of the proposal and the value of the proposed work experience.

### Approval of Substitute Courses

Certificate students may petition (only once, and in advance) to have an unlisted second-level writing course from another department applied to their certificate.

### Academic Standards

A candidate for the certificate must earn a grade of B or higher in any course for which he or she seeks credit within the certificate program.

### Means of Enrollment in the Program

At the time of enrollment in the certificate program, each candidate for the certificate must submit to the Writing Certificate Committee or the chair of the English department a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals.

### Enrollment Eligibility

#### For Undergraduate Students |

A grade of B or higher in any IU South Bend course approved for the certificate is the prerequisite for enrolling in the program. Because the Certificate in Professional Writing is a directed program and not merely a collection of writing courses, candidates for the program must officially enroll and be assigned an advisor prior to receiving credit for any course beyond the first 6 credit hours that are eligible to be counted toward completion of the certificate. A student may initiate an appeal of this

rule by submitting a portfolio of writing from the previous courses he or she wishes to have counted toward the certificate, along with a cover letter in which the student makes a persuasive case for the coherence of his or her previous coursework in the context of specific career or educational goals.

### For Returning IU South Bend Graduates |

Returning IU South Bend graduates seeking to enroll in the certificate program must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals, no later than the end of the second week of classes in the semester or session in which the student is taking his or her first class in the program.

Returning IU South Bend graduates may petition to have up to 6 credit hours of prior eligible coursework at IU South Bend (for which they received a grade of B or higher) counted toward the certificate if the coursework in question was completed no more than two (calendar) years prior to the date of enrollment in the certificate program. Enrollment may be granted to such students when the declaration of intention is accompanied by a successful petition. Any returning IU South Bend graduate may count 3 credit hours of prior eligible coursework at IU South Bend (at a grade of B or higher) toward completion of the certificate, but enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

### For Other Graduate Students |

Students who have at least a bachelor's degree from another accredited university may enroll in the certificate program on a probationary basis. To qualify for probationary enrollment, the candidate must submit to the Writing Certificate Committee a brief formal declaration of intention, including a statement of professional goals and an explanation of how the certificate program aids in the achievement of those goals. Enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

**Note |** MATH-A 100 Fundamentals of Algebra is a prerequisite for all certificate programs in liberal arts and sciences at IU South Bend.

### Transfer Credit Hours

Students may, with committee approval, transfer one course of no more than 4 credit hours from another university. They must supply the committee with copies of the course syllabus and their papers written for the course. Such course credit may not serve as the prerequisite for enrollment in the program.

### English | M.A.

#### Master of Arts (M.A.) in English

### Program Description

The Master of Arts (M.A.) in English is a 36 credit hour program. The M.A. in English offers broadly based expertise in English studies, including creative writing, literary analysis, and rhetoric/composition. Full-time students may complete the program in two years.

Adjusted courses of study are available to part-time students.

This advanced degree program offers a life-enriching continuation of intellectual study. It fosters the further development of skills valued by current employers, including writing and analytical skills, and provides specialized knowledge in areas such as textual analysis, computer-assisted writing, literacy studies, pedagogy, research, and editing.

The degree leads to teaching careers at both the high school and college levels, as well as to employment in the service and information industries, the news media, advertising, public relations, and in other corporations requiring writing specialists.

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### Admission Requirements

Students are admitted to the English graduate program by the Graduate Selection Committee. Applicants for the program must have a bachelor's degree in English, or a closely related field, from an accredited institution and an undergraduate GPA of at least 3.0. A candidate who does not meet the GPA requirement may apply for special student status.

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### Application Process

The following materials, with the exception of the transcripts and TOEFL scores, should be uploaded to IU South Bend's electronic application at [iusb.edu/graduatestudies](http://iusb.edu/graduatestudies)

- A statement of purpose (two- to three-page essay, double spaced) identifying the candidate's goals and interests in pursuing graduate work in English and describing the educational and work experiences that contributed to that sense of purpose
- Three letters of recommendation
- Official transcript from each postsecondary school attended. Send transcript(s) to: Department of English | 1700 Mishawaka Avenue | South Bend, IN 46634
- IU South Bend application fee
- A recent writing sample that demonstrates the candidate's analytical skills, research abilities, and command of clear and fluent prose
- (If applying for special-student status) A request for conditional admission identifying the areas in which the applicant does not meet admission standards and, if appropriate, describing the special conditions, educational or work experiences that contribute to the candidate's preparedness for graduate work
- Acceptable TOEFL scores for non-English speaking applicants (recommended score for the traditional version is 600, recommended score for the computer version is 250); a telephone interview may also be required.

Please see the [Master of Arts in English website](#) for more detailed information about the contents of application materials.

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### Application Deadline

Applications are reviewed as received.

### Master of Arts in English (36 cr.)

All courses are 4 credit hours, unless otherwise designated.

The M.A. offers a flexible program of study that enables students to shape their course of study. All students take three core courses in literary analysis, prose style, and composition theory, respectively. In addition, each student will choose a concentration in either literary analysis or creative writing and will take most of his or her five electives in that area.

### Course Requirements (36 cr.)

- ENG-G 660 Stylistics
- ENG-L 501 Professional Scholarship in Literature
- ENG-L 502 Contexts for Study of Writing
- ENG-W 609 Directed Writing Project
- Electives (20 cr.) | Five elective courses

**Note:** Students must take at least one course in the literary period or genre that they choose for their directed writing project. A student who wishes to complete a creative writing project must take a total of three writing workshops in at least two genres. Any one of those courses may be taken twice for graduate credit.

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### World Languages Requirement

Students must have completed two college semesters of a single world language by the time the M.A. degree is conferred. Candidates who have completed these two courses as part of other graduate or undergraduate programs need not take additional courses as part of the M.A. degree program. Candidates who have gained world language skills outside of the classroom may take a world languages placement examination to demonstrate their achievement of language skills equivalent to those achieved from two semesters of formal study.

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### Transfer Credit Hours

Applicants may be allowed to transfer up to two graduate courses or 8 credit hours from another graduate institution (or from previous graduate work at IU South Bend) if those courses demonstrably contribute to the work required for the Master of Arts in English. Unless transfer courses are clearly equivalent to the required core courses for the Master of Arts, those courses are counted as electives. Candidates must include in the application a request to transfer courses, a brief description of each course identifying how it contributes to the Master of Arts in English, and supporting documentation such as syllabi, assignments, papers, or other relevant material.

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### Academic Regulations

Students must confer with their academic advisors on a regular basis to determine an effective course of study.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B- (2.7) is counted toward the degree. Students are required to maintain good academic standing, i.e., to maintain a 3.0 GPA. Failure to maintain good standing may result in dismissal from the program.

## Professional Writing | Certificate Certificate in Professional Writing

The goal of the certificate program is to produce highly skilled professional writers who are valued for their skills throughout their professional lives. The high academic standards of the program are established in recognition of the fact that good writing is difficult to produce. The program requires students to advance beyond mere competence and strives to enable them to perform well in professional settings, where the ability to plan and execute work independently is sometimes crucial.

### Total Hours Required

Completion of the certificate program requires 18 credit hours of coursework from the following list of approved courses.

### Certificate Requirements

All courses are 3 credit hours, unless otherwise designated.

**Note** | The courses below are offered on a regular basis. Additional courses may be developed for the program over time.

#### Select three to six of these courses:

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 250 Writing in Context (variable topics)
- ENG-W 270 Argumentative Writing
- ENG-W 315 Writing for the Web
- ENG-W 350 Advanced Expository Writing
- ENG-W 367 Writing for Multiple Media

#### Select up to two of the following:

- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 341 Newspaper Reporting
- JOUR-J 401 Depth Reporting and Editing
- TEL-T 211 Writing for the Electronic Media

#### Select up to one of the following:

- ENG-W 203 Creative Writing
- ENG-W 260 Film Criticism
- ENG-W 270 Argumentative Writing
- ENG-W 301 Writing Fiction
- ENG-W 302 Screenwriting
- ENG-W 303 Writing Poetry
- ENG-W 401 Advanced Fiction Writing
- ENG-W 403 Advanced Poetry Writing
- ENG-W 511 Writing Fiction (4 cr.)
- ENG-W 513 Writing Poetry (4 cr.)
- JOUR-J 413 Magazine Article Writing
- TEL-T 331 Script Writing

## Environmental Studies | Index

### Environmental Studies

**Henry Scott, Ph.D. | Coordinator**  
Northside Hall 345 | (574) 520-5527 |  
[environstudies.iusb.edu](http://environstudies.iusb.edu)

### Faculty

Coordinator | **Scott**  
Faculty Advisors | **Marr, Marmorino, Schnabel, Scott, Sernau, Shockey**

### About Environmental Studies

The objective of this interdisciplinary minor is for students to develop a broad understanding of our environment from the perspectives of the natural sciences, social sciences, and humanities. The minor provides an introduction to the physical and biological disciplines of environmental studies, in addition to instruction in ethical, political, and social topics necessary for effective implementation of sound environmental policy. The minor is administered by the Environmental Studies Committee.

### Minor Offered

Minor in Environmental Studies

### Course Descriptions

Geology GEOL | Physics PHYS

### Minor in Environmental Studies

#### Notes |

- Students are required to take 15 credit hours distributed between physical science, biological science, and policy/ethics courses. At least 6 credit hours must be taken at the 200-level or above.
- Some of the course numbers listed below have variable titles. Only the specified titles are currently approved for credit toward the minor. New titles and courses may be approved by the Environmental Studies Committee.
- Biology majors may substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Physical Science (3 cr.)

Select one of the following:

- CHEM-C 303 Environmental Chemistry
- CHEM-N 190 The Natural World  
VT: Chemistry and Our Environment
- GEOL-G 111 Physical Geology
- PHYS-N 190 The Natural World  
VT: Energy in the Twenty-First Century

### Biological Science (3 cr.)

- BIOL-N 390 The Natural World  
VT: Environmental Biology

### Policy/Ethics (6 cr.)

- PHIL-T 390 Literary and Intellectual Traditions  
VT: Nature and Modernity
- PHIL-T 390 Literary and Intellectual Traditions  
VT: Environmental Philosophy
- POLS-Y 115 Environment and People
- SOC-B 399 Human Behavior and Social Institutions  
VT: Sustainable Communities
- SOC-S 306 Urban Society
- SOC-S 460 Topics in Non-Western Culture; or
- INTL-I 490 International Studies Capstone Seminar

- SOCI-S 362 World Societies and Culture

### Electives (3 cr.)

Any of the above courses not already used in the specified areas, in addition to:

- ANTH-E 335 Ancient Civilization of Mesoamerica (project paper must be on an environmental topic and is subject to approval by the Environmental Studies Committee)
- FINA-A 190 Art, Aesthetics, and Creativity
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 451 Principles of Hydrogeology
- HIST-T 190 World Literary and Intellectual Traditions VT: Environmental History
- WGS-W 302 Issues in Gender Studies

## European Studies

### European Studies

**Lisa Zwicker, Ph.D. | Coordinator**  
(574) 520-4861 | (574) 520-4231 | [internationalprog.iusb.edu](http://internationalprog.iusb.edu)

### Faculty

Coordinator | **Zwicker**  
Faculty Advisors | **Barrau, Chaney, Hernando, Karakatsanis, Magnan-Park, Parker, Zwicker**

### About European Studies

This interdisciplinary minor provides IU South Bend students interested in Europe and European languages with an opportunity to focus their studies and to earn formal degree recognition for their interests. It combines the social sciences, humanities and arts to create an interdisciplinary approach to help students better understand Europe. Evidence of such focused international study is increasingly sought after by employers and graduate and professional schools.

The minor consists of 15 credit hours in at least three different disciplines: two core courses; one study abroad/ or independent study project; and at least second-year competency in a European language other than English.

Since the European Studies minor is a university-wide venture, it is administered by the Office of International Programs. Interested students should contact the director of international programs, who can direct students to a member of the European Studies faculty for advising.

### Minor Offered

Minor in European Studies

### Minor in European Studies

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Core Courses (6 cr.)

Select at least one course from each group.

### Pre-Twentieth Century Europe

- HIST-H 113 History of Western Civilization 1

- HIST-H 114 History of Western Civilization 2
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- MUS-M 403 History of Music I
- Study Abroad: Becoming Modern, 1666-1870 (London and Paris) [includes 6 credit hours for two required courses that are designated when the study abroad experience is offered] (6 cr.)

### Twentieth Century Europe

- HIST-B 361 Europe in Twentieth Century I
- HIST-B 362 Europe in Twentieth Century II
- MUS-M 404 History of Music II
- POLS-Y 335 Western European Politics
- POLS-Y 350 Politics of the European Union
- Study Abroad: POLS-Y 488 Study Abroad in Political Science (The European Union)

### Electives in European Studies (6 cr.)

Six credit hours from the following elective courses in European studies. Language courses beyond the 102-level (for non-CLAS majors) and the 204-level (for CLAS majors) may also be included as elective courses.

### English

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English, 1600-1800
- ENG-E 303 Literatures in English, 1800-1900
- ENG-E 304 Literatures in English, 1900-Present
- ENG-L 220 Introduction to Shakespeare
- ENG-L 305 Chaucer
- ENG-L 335 Victorian Literature
- ENG-L 347 British Fiction to 1800
- ENG-L 348 Nineteenth Century British Fiction
- ENG-L 365 Modern Drama Continental
- ENG-L 388 Studies in Irish Literature and Culture

### Fine Arts

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance through Modern Art
- FINA-A 320 Art of the Medieval World
- FINA-A 332 Sixteenth and Seventeenth Art in Southern Europe
- FINA-A 341 Nineteenth Century European Art
- FINA-A 399 Art, Aesthetics, and Creativity VT: Modern City

### History

- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-B 342 Women in Medieval Society
- HIST-B 352 Western Europe in the High and Late Middle Ages
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-C 386 Greek History-Minoans to Alexander
- HIST-C 388 Roman History
- HIST-D 310 Russian Revolution and the Soviet Regime
- HIST-H 113 History of Western Civilization 1
- HIST-H 114 History of Western Civilization 2
- HIST-H 201 History of Russia I

- HIST-H 202 History of Russia II
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- HIST-T 190 Literary and Intellectual Traditions  
VT: Gender and Biography
- HIST-T 390 Literary and Intellectual Traditions  
VT: National Socialism  
VT: The Great War 1914-1918

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### Music

- MUS-M 201 The Literature of Music 1
- MUS-M 403 History of Music I
- MUS-M 404 History of Music II

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### Philosophy

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy
- PHIL-P 304 Nineteenth Century Philosophy
- PHIL-P 340 Classics in Ethics
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-T 190 Literary and Intellectual Traditions  
VT: Existentialism
- PHIL-T 190 Literary and Intellectual Traditions  
VT: Heroes, Saints, and Sinners

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### Political Science

- POLS-Y 335 Western European Politics
- POLS-Y 350 Politics of the European Union

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### Religion

- REL-R 152 Jews, Christians, and Muslims
- REL-R 220 Introduction to the New Testament

### Theatre

- THTR-T 470 History of the Theater 1
- THTR-T 471 History of the Theater 2

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### World Languages

- FREN-F 305 Chefs-d'œuvre de la Literature French 1
- FREN-F 306 Chefs-d'œuvre de la Literature French 2
- FREN-F 363 Introduction à la France Moderne
- FREN-F 391 Studies in French Film
- FREN-F 480 French Conversation
- GER-G 305 Introduction to German Literature-Types
- GER-G 363 Introduction to German Cultural History
- GER-G 370 German Cinema
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 305 Masterpieces of Spanish Literature 1
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 411 Spain: The Cultural Context

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### Study Abroad in Europe or Independent Studies Project (3 cr.)

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## Film Studies | Minor

### Film Studies

Robert Meyer-Lee, Ph.D. | Coordinator  
Wiekamp Hall 3127 | (574) 520-4304 | [english.iusb.edu](http://english.iusb.edu)

### Faculty

Coordinator | **Meyer-Lee**  
Faculty Advisors | **Barrau, DeSelm, Nashel, L. Zynda**

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### About Film Studies

Film Studies is an interdisciplinary program administered by the Film Studies Committee that emphasizes film as one of the humanities and examines the substantive and scholarly aspects of film (film form, theory, criticism, aesthetics, and history). For additional information about Film Studies, contact the minor coordinator.

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### Degree Offered

Minor in Film Studies

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### Course Descriptions

Comparative Literature CMLT | English ENG | French FREN | German GER | Spanish SPAN

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### Minor in Film Studies

#### Concentration Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated. These courses may require additional time for viewing films.

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Select five of the following courses, or other courses, as designated in the Schedule of Classes. The minor may include up to 6 credit hours at the 100-level. In addition, students seeking to apply a course with a more comprehensive theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a film studies topic. The Film Studies Committee reviews applications for substitutions.

- CMLT-C 190 An Introduction to Film
- CMLT-C 293 History of the Motion Picture I
- CMLT-C 294 History of the Motion Picture II
- CMLT-C 310 Film Adaptations
- CMLT-C 395 The Documentary Film
- ENG-W 250 Writing in Context  
VT: Women in United States Films
- ENG-W 260 Film Criticism
- ENG-W 302 Screenwriting
- FREN-F 391 Studies in French Film
- GER-G 370 German Cinema
- HIST-H 225 Special Topics in History  
VT: American History through Film
- SPAN-S 411 Spain: The Cultural Context

## General Studies | Index

### General Studies

**Marsha L. Heck, Ed.D. | Director**  
**Wiekamp Hall 2218 | (574) 520-4260 | [bgs.iusb.edu](http://bgs.iusb.edu)**

### Faculty

Director | **Heck**  
 Assistant Director | **Christopher**  
 Advisor | **Vukovits**

### Undergraduate Degree

- Bachelor of General Studies | 4-Year Degree Plan (Sample)

### Course Descriptions

- General Studies GNST

### Index

- General Studies at IU South Bend
- Admission to the General Studies Program

### General Studies | Information

#### General Studies

#### About General Studies

Students earn general studies degrees for both personal enrichment and professional advancement. General studies alumni are employed in most fields including business, education, public administration, sales, and social service. Twenty-five percent have earned graduate degrees in such fields as business administration, counseling, education, law, medicine, ministry, and social work.

#### Admission to General Studies

Students must apply separately for admission to the General Studies program. Students should have completed at least 26 credits of undergraduate coursework (general education) before applying for admission. If the application is approved on or before the campus Pass/Fail deadline, the General Studies program will consider any current coursework as coursework taken after admission to the General Studies degree program. Applications for admission to the program are available on our website and from the General Studies office, Wiekamp 2218.

Prior to admission to General Studies, you will attend an information session to learn about the degree requirements and plan an appropriate academic program.

In addition, the 1 credit hour course GNST-G 203 Introduction to General Studies is offered to assist students in the development of a personalized program of study and a schedule to complete the General Studies degree. This course is required of all bachelor's degree students who lack senior standing.

The Bachelor of General Studies (B.G.S.) consists of required credit hours in the three subject fields in the College of Arts and Sciences and elective credit hours in any of the academic units of the university.

The Bachelor of General Studies (B.G.S.) may be completed by enrolling in on-campus or online courses, transferring credits from other accredited colleges and

universities, or through the following options that are unique to this program:

- Receiving credit hours for college-level learning gained through life experiences as recommended by the Council for Adult and Experiential Learning (CAEL)
- Passing DSST examinations
- Receiving credit hours for training programs approved by the American Council on Education or the National College Credit Recommendation Service

### General Studies | B.G.S.

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

#### 4-Year Degree Plan (Sample)

#### About the Bachelor of General Studies

The Bachelor of General Studies (B.G.S.) requires 120 credit hours. The degree program includes three main areas:

- Campus-wide general education and additional BGS requirements
- Arts and Sciences required foundation courses
- Electives

In addition, the following conditions apply to this degree:

- 30 minimum IU South Bend credit hours required
- 30 maximum credits may be awarded for successful completion of external exams such as AP, CLEP, DSST and Regents College. Additional credits may be earned with successful completion of university exams as approved by IU South Bend. Additional credits may also be granted for successful completion of exams and training documented from military service and from accredited licensure examinations as approved by the American Council on Education (ACE).
- 90 maximum credit hours accepted in transfer from other colleges and universities
- 2.0 minimum cumulative grade point average required in all Indiana University courses

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Campuswide Curriculum (33-39 cr.)

- A detailed description of the IU South Bend general-education curriculum, including lists of approved courses
- All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.
- Within the 120 credit hours required for the Bachelor of General Studies degree, each student must meet the following campus general-education requirements in the following seven areas. Basic competence must be demonstrated through completion of an approved course with a minimum grade of C (2.0) in those areas marked with an asterisk (\*).

#### Fundamental Literacies (13-19 cr.)

- **Writing\*** | ENG-W 131 Elementary Composition 1

- **Critical Thinking** | Select from approved course list
- **Oral Communication\*** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning\*** | Select from approved course list
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- **Computer Literacy\*** | Select from approved course list

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### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

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### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures\*** | Select from approved course list
- **Diversity in United States Society\*** | Select from approved course list
- **Health and Wellness** (2 cr.) | Select from approved course list

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### Additional Bachelor of General Studies Requirements

Basic competence must be demonstrated through completion of an approved course with a minimum grade of C (2.0) in those areas marked with an asterisk (\*).

- **Introduction to General Studies\*** | GNST-G 203 Introduction to General Studies must be completed either prior to or within the first 12 credit hours after admission to the Bachelor of General Studies degree program.
- **Mathematics\*** | One course required (unless math is taken to fulfill Quantitative Literacy requirement for General Education)
- **Second-level Writing\*** | The second-level writing requirement can be met with ENG-W courses above ENG-W 131 Elementary Composition 1 or any course designated as fulfilling the CLAS second-level writing in the Schedule of Classes.
- **Senior Capstone Seminar\*** | GNST-G 400 Senior Capstone Seminar must be completed during the final semester prior to graduation. This course gives students the opportunity to make an assessment of their degree in the light of university degree requirements and their personal and professional objectives.

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### Arts and Sciences Required Foundation Courses

The three subject fields in the College of Arts and Sciences are generally organized as follows.

**A. Arts and Humanities** | African American Studies | American Studies | Classical Studies | Comparative Literature | English | Fine Arts | Folklore | History | History and Philosophy of Science | Philosophy | Religious Studies | Speech | Telecommunications | Theatre and Dance | World Languages

**B. Science and Mathematics** | Anatomy | Astronomy | Biology | Chemistry | Computer Science | Geology | Mathematics | Microbiology | Physics | Physiology | Plant Sciences | Zoology

**C. Social and Behavioral Sciences** | Anthropology | Criminal Justice | Economics | Geography | Political Science | Psychology | Sociology

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### Arts and Sciences Foundation (69 cr.)

These courses must be completed in the three subject fields—A, B, and C—in at least two separate academic disciplines in each field as follows:

**A. Arts and Humanities** | 12 cr.

**B. Science and Mathematics** | 12 cr.

**C. Social and Behavioral Sciences** | 12 cr.

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### Concentration Area (18 cr.)

Concentration area courses must be earned in at least two separate disciplines in one of the three subject fields A, B, or C

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### Electives (15 cr.)

Electives may be earned in any of the three subject fields, A, B, or C or additional Arts and Sciences disciplines.

Each course in Areas A, B, C, and the concentration area must be completed with a minimum grade of C-.

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### General Studies Electives (51 cr.)

- Electives may be selected from any of the colleges/schools of the university.

Since a key objective of the Bachelor of General Studies degree is to encourage the development of a comprehensive curriculum, a maximum of 21 credit hours in any single department in the College of Arts and Sciences, and a maximum of 30 credits hours in any one of the professional schools of the university, may be applied to the Bachelor of General Studies.

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### Minors and Certificates

Students are strongly encouraged to complete minors and/or certificates in consultation with a faculty advisor in the specific academic area as part of their Bachelor of General Studies degree. Minors and certificates are listed on their official transcript.

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### Internships

Students are encouraged to include internships as part of their Bachelor of General Studies degree. Internships provide students with the opportunity to explore a potential career field, develop skills and integrate classroom theory with real-life experiences. Professional level experiences and challenges improve marketability upon graduation. Students may use up to 12 credits of internship toward their Bachelor of General Studies degree.

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## Gerontology | Minor

### Gerontology

**Matthew Costello, Ph.D. | Coordinator**  
(574) 520-4593 | [gerontology.iusb.edu](mailto:gerontology.iusb.edu)

#### Faculty

Coordinator | **Costello**  
Faculty Advisors | **Barrau, Nashel, L. Zynda**

#### About Gerontology

Gerontology, the study of aging and the elderly is an interdisciplinary program in which students may complete a minor. The minor is administered by an interdisciplinary Gerontology Committee comprised of faculty members with teaching, research, service, and other interests in the field of aging.

The objectives of the gerontology minor are to promote a better understanding of the aging process, a greater awareness of major issues regarding aging, and an increased insight into the problems of older adults. This minor is especially appropriate for students interested in working with older persons or pursuing graduate degrees in gerontology and related fields. For information about the Gerontology Program, contact the program coordinator.

#### Minor Offered

Minor in Gerontology

#### Course Descriptions

Biology BIOL | Business BUS | Nursing NURS |  
Physiology PHSL | Psychology PSY | Sociology SOC |  
Women's and Gender Studies WGS

#### Minor in Gerontology

#### Notes |

- Students enrolled in bachelor's degree programs in any academic area may pursue the minor in gerontology. Interested students are required to declare their intention and work out a program of study with the program coordinator prior to completing their third course in the program. Students planning careers in gerontologic human service settings complete a practicum or field experience as part of their core requirements; other students may choose the independent research option.
- The minor consists of a minimum of five courses drawn from the following list of existing courses approved by the Gerontology Committee.
- The chosen practicum or independent study course content should be directly concerned with older adults, and must be approved by the gerontology coordinator.

#### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- PSY-P 331 Psychology of Aging
- SOC-S 331 Sociology of Aging

#### Select one of the following:

- BIOL-L 100 Humans and the Biological World (5 cr.)
- PHSL-P 130 Human Biology
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

#### Select one of the following:

- BUS-H 320 Systems of Health Care Delivery
- BUS-H 411 Management of Long-Term Care Facilities
- SOC-S 314 Social Aspects of Health and Medicine

The practicum (80-100 clock hours) or independent study requirement may be fulfilled by enrollment in the following:

- NURS-Z 492 Individual Study in Nursing (0.5-6 cr.)
- PSY-P 495 Readings and Research in Psychology (1-3 cr.)
- VT: Internship: Community Experience  
VT: Supervised Research
- SOC-S 468 Research Problems in Sociology (1-3 cr.)
- SOC-S 494 Field Experience in Sociology
- WGS-W 480 Women's Studies Practicum

## History | Index

### History

**Jonathan Nashel, Ph.D. | Chair**

**Wiekamp Hall 3286 | (574) 520-4491 | [history.iusb.edu](http://history.iusb.edu)**

#### Faculty

Associate Professors | **Froysland, Nashel (Chair), Shlapentokh, Tetzlaff, Zwicker**

Assistant Professors | **Devaney, Nirei, Willig**

Faculty Emeriti | **Furlong, Lamon, Marti, Scherer, Schreiber, Tull**

#### About History

The study of history encompasses all recorded expressions of human activity from the earliest times to the present. In history classes, students analyze historical data, search for patterns and relationships, and discover the meaning of the past and its relationship to the modern world. History is the foundation of a liberal arts education in that it introduces students to their own culture and to world cultures. Ultimately, studying history encourages students to gain an understanding of themselves and their world while becoming informed and engaged citizens. The Department of History faculty members are committed to teaching, research, and community outreach. The Department of History has a close partnership with the Civil Rights Heritage Center, which uses local and national history to promote social change through individual responsibility.

#### Undergraduate Degrees Offered

Bachelor of Arts in History | 4-Year Degree Plan (Sample)

#### Minor Offered

Minor in History

#### Course Descriptions

History HIST

#### History | Bachelor | Minor

#### Bachelor of Arts (B.A.) in History

#### 4-Year Degree Plan [Sample]

**Note** | Students earning the Bachelor of Arts in history degree must complete the College of Liberal Arts and Sciences requirements and fulfill the following concentration requirements:

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Requirements (30 cr.)

- No more than 6 credit hours may be taken at the 100-level. All other courses should be at the 200-level or above. All courses are three credits unless otherwise noted.
- HIST-H 217 The Nature of History (should be taken sophomore year)
- HIST-J 495 Proseminar for History Majors

#### Select no more than two of the following (6 cr.)

- HIST-A 100 Issues in United States History
- HIST-H 101 The World in the Twentieth Century I
- HIST-H 105 American History I

- HIST-H 106 American History II
- HIST-H 113 History of Western Civilization 1
- HIST-H 114 History of Western Civilization 2
- HIST-S 105 American History Honors Survey 1
- HIST-S 106 American History Honors Survey 2

**Select six additional courses; two from each of the three areas listed below.**

#### American History |

- HIST-H 226 Origins and History of the Cold War
- HIST-H 260 History of Women in the United States
- HIST-A 300 Issues in United States History
- HIST-A 301 American Colonial History
- HIST-A 302 Revolutionary America
- HIST-A 303 United States, 1789-1865 I
- HIST-A 304 United States, 1789-1865 II
- HIST-A 310 Survey of American Indians I
- HIST-A 315 U.S. Since World War II
- HIST-A 346 American Diplomatic History 2
- HIST-A 348 Civil War and Reconstruction
- HIST-A 351 The United States in W.W. II
- HIST-A 352 History of Latinos in the U.S.
- HIST-A 355 African American History I
- HIST-A 356 African American History II
- HIST-A 363 Survey of Indiana History
- HIST-A 373 American History Through Film
- HIST-A 374 September 11 and Its Aftermath

#### European History |

- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-B 300 Issues in Western European History
- HIST-B 342 Women in Medieval Society
- HIST-B 346 The Crusades
- HIST-B 352 West Europe- High/Late Middle Ages
- HIST-B 361 Europe in the Twentieth Century I
- HIST-B 362 Europe in the Twentieth Century II
- HIST-B 378 History of Germany Since 1648
- HIST-C 386 Greek History-Minoans to Alexander
- HIST-C 388 Roman History
- HIST-C 391 History of Medieval Near East
- HIST-D 308 Empire of the Tsars
- HIST-D 310 Russian Revolution and Soviet Regime
- HIST-H 201 History of Russia I
- HIST-H 202 History of Russia II
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization

#### Latin American/Asian History |

- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-H 207 Modern East Asian Civilization
- HIST-H 211 Latin American Culture and Civilization 1
- HIST-H 212 Latin American Culture and Civilization 2
- HIST-W 300 Issues in World History

The sub-area of the following courses varies depending on the section number and instructor. Accordingly, students should consult with their departmental advisor about where these courses might fit each semester.

- HIST-H 225 Special Topics in History
- HIST-H 425 Topics in History

Because HIST-J 495 Proseminar for History Majors is the capstone of the major program, no history major is allowed to take it without demonstrating thorough preparation. That is done by submitting a portfolio of written work to the department chair at least 60 days before the seminar begins. A portfolio is a collection of written materials that documents a student's individual progress through the history major. It encourages students to reflect critically on their coursework and experiences as history majors as they get ready to take HIST-J 495 Proseminar for History Majors.

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#### Contents of the portfolio:

- Formal job resume
- Five essays (students should include the original copies with the course instructor's comments and grade)
- Two research papers that include systematic documentation
- Three essay examinations
- Self-analysis essay (What do the materials included in my portfolio say about my learning experience as a history major?)

No more than three items in any portfolio may come from any one course.

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#### World Languages

Students are encouraged to continue their world languages study beyond the two years required by the College of Liberal Arts and Sciences. Graduate schools generally require mastery of one world language for the study of American history and of two or more world languages for study of other fields of history. Students with appropriate language competence are encouraged to participate in the university's various programs of international study.

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#### Minor in History

A minor in history consists of a 15 credit hour program to be arranged in consultation with a departmental advisor, and filed with the departmental office. The program for a minor must be arranged at least one semester before graduation. At least 9 of these credit hours must be at the 200-level or above. History minors must take five courses in at least two geographic areas. HIST-H 217 The Nature of History is strongly recommended for all history minors. A minimum of two courses (6 credit hours) must be taken while in attendance at IU South Bend.

## Informatics | Index

### Informatics

**Hossein Hakimzadeh, Ph.D. | Coordinator**  
**Northside Hall 301A | (574) 520-5521 |**  
[informatics.iusb.edu](http://informatics.iusb.edu)

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#### Undergraduate Degree Offered

Bachelor of Science in Informatics | 4-Year Degree Plan (Sample)

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#### Minor Offered

Minor in Informatics

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#### Certificate Offered

Certificate in Informatics

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#### Course Descriptions

Informatics INFO

#### Informatics | B.S.

#### Bachelor of Science (B.S.) in Informatics

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#### 4-Year Degree Plan (Sample)

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### General-education curriculum (33 cr.)

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses, see the General-Education website.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

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#### Fundamental Literacies (13 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1 (with a grade of C or higher)
- **Critical Thinking** | Select from approved course list
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select from approved course list
- **Quantitative Reasoning** | Satisfied by required mathematics courses
- **Information Literacy** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | Satisfied by informatics or computer science courses approved by the department

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#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select from approved course list
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

**Contemporary Social Values (8 cr.)**

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

**Additional Requirements (22 cr.)**

- **World Languages (6 cr.)** | Completion of two semesters in a single language, or equivalent (Select from Chinese, French, German, Japanese, or Spanish)
- **Physical and Life Sciences (10 cr.)** | Courses in at least two different sciences must be taken (Select from astronomy, biology, chemistry, geology, or physics)
- **Mathematics (6 cr.)** | A grade of C or higher in each course is required
  - MATH-M 118 Finite Mathematics
  - Statistics course (300-level or higher)

**General Electives (7-10 cr.)****Informatics (40 cr.)**

- A grade of C– or higher in each course is required. At least 22 of the 34 credit hours must be taken within Indiana University.
- Forty credit hours in informatics, to be satisfied with the following core and elective courses:

**Core Courses (34 cr.)**

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)
- INFO-I 308 Information Representation

**Select two of the following four courses:**

- INFO-I 300 Human-Computer Interaction
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

**Select one of the following capstone options****Option 1 |**

- INFO-I 450 Design and Development of an Information System
- INFO-I 451 Design and Development of an Information System

**Option 2 (check with the director of informatics for availability) |**

- INFO-I 460 Senior Thesis
- INFO-I 461 Senior Thesis

**Electives (6 cr.)**

At least 6 credit hours chosen from informatics electives (300-level or higher). Prerequisite courses may be required. The selection of informatics electives will be expanded as additional cognate areas develop.

- BIOL-L 311 Genetics
- BUS-K 301 Enterprise Resource Planning
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing
- CSCI-C 311 Programming Languages
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 435 Operating Systems 1 (4 cr.)
- CSCI-C 455 Analysis of Algorithms I
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 481 Interactive Computer Graphics
- FINA-P 374 Computer Art and Design II
- INFO-I 300 Human-Computer Interaction
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing
- INFO-I 400 Topics in Informatics (e.g., bioinformatics, game programming)
- MATH-M 365 Introduction to Probability and Statistics (4 cr.)
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 334 Fundamentals of Optics
- PSY-P 335 Cognitive Psychology
- PSY-P 438 Language and Cognition
- SOC-S 319 Science, Technology, and Society

**Cognate Area (15-18 cr.)**

The student must take five or six courses in a cognate area of interest chosen with the consent of their advisor and the director of informatics.

**Informatics | Minor  
Minor in Informatics****Minor Requirements**

All courses are 3 credit hours, unless otherwise designated.

The minor in Informatics requires students to take three lower-level informatics courses and two upper-level informatics or upper-level elective courses from the table below. A grade of C– or higher in each course is required. The minor consists of at least 15 credit hours chosen from the following:

**Lower-Level Courses**

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.) (CSCI-A 201 Introduction to Programming may be substituted for those students not intending to take INFO-I 211 Information Infrastructure II)
- INFO-I 211 Information Infrastructure II (4 cr.)

**Upper-Level Courses**

- INFO-I 300 Human-Computer Interaction

- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing
- INFO-I 400 Topics in Informatics (e.g., Bioinformatics)

### Upper-Level Electives

- BIOL-L 311 Genetics
- BUS-K 301 Enterprise Resource Planning
- BUS-K 321 Management of Information Technology
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 401 Fundamentals of Computing Theory
- CSCI-B 424 Parallel and Distributed Programming
- CSCI-B 438 Fundamentals of Computer Networks
- CSCI-B 451 Security in Computing
- CSCI-C 335 Computer Structures (4 cr.)
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 481 Interactive Computer Graphics
- FINA-P 273 Computer Art and Design I
- FINA-P 374 Computer Art and Design II
- MATH-M 365 Introduction to Probability and Statistics (4 cr.)
- PHIL-P 207 Information and Computer Ethics
- PHYS-P 281 Solid State Electronics I
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 334 Fundamentals of Optics
- PSY-P 335 Cognitive Psychology
- SOC-S 319 Science, Technology, and Society

The courses offered as informatics electives vary over time. Many courses at the 300-level or above in computer and information sciences and decision sciences can count as electives. The student should consult the informatics program director for details.

Courses may count toward the minor and at the same time satisfy particular general-education requirements of the major field of study. However, no course can count toward both a major and a minor. If a conflict occurs, students would enroll in additional replacement courses chosen in conjunction with the major field advisor and the director of informatics. Courses not listed above may be included in the course of study with permission of the director of informatics.

### Applied Informatics | Certificate Certificate in Applied Informatics

#### About the Certificate in Applied Informatics

The certificate consists of five courses (at least 17 credit hours). Courses provide an understanding of information technology and how it helps solve problems in the student's areas of interest. Students take three lower-level courses in informatics, one upper-level course in informatics, and one upper-level course from the list of electives. Upper-level courses must be chosen with the approval of the director of informatics and a faculty member from the student's area of interest.

The student must complete the requirements for the certificate at IU South Bend with a grade of C– or better.

### Certificate Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Lower-Level Courses (3 courses)

- INFO-I 101 Introduction to Informatics (4 cr.)

#### Select two courses from the following:

- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)

#### Upper-Level Course (1 course)

##### Select one upper-level course from the following:

- INFO-I 300 Human-Computer Interaction
- INFO-I 303 Organizational Informatics

#### Upper-Level Elective (1 course)

Select one upper-level course from the list of informatics electives.

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## International Studies | Minor | Certificate

### International Studies

**Lisa Zwicker, Ph.D. | Director**

**(574) 520-4402 | [internationalprog.iusb.edu](http://internationalprog.iusb.edu)**

#### About International Studies

The Office of International Programs promotes international education at IU South Bend and strives to foster international understanding and awareness on campus and within the community.

#### Minor Offered

International Studies Minor

#### Certificate Offered

Certificate in International Studies

#### Course Descriptions

International Studies INTL

#### International Studies Minor

International studies is the cross-national interdisciplinary study of contemporary global issues and world regions. It combines the sciences, social sciences, humanities, and professional fields to create an interdisciplinary approach to understanding our increasingly interconnected world.

The minor consists of a minimum of 15 credit hours in at least three different disciplines including the capstone course, and at least Level 2 competency in a world language. The 15 credit hours are distributed as follows:

- INTL-I 490 International Studies Capstone Seminar
- 100- or 200-level core courses with broad international content (3-6 cr.)
- 300-400 level core courses with broad international content (6-9 cr.)

For a listing of core courses, see the International Studies minor brochure. If you wish to earn an International Studies minor, contact the director of international programs.

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### Certificate in International Studies

The Certificate in International Studies allows students from all disciplines to add international breadth to their program. In an increasingly interdependent world, it is vital to develop expertise in this area. Evidence of focused international study is looked upon as a key distinction by employers in business, government, education, the arts, human services, and other areas, as well as by graduate and professional schools.

The certificate consists of a minimum of 15 credit hours of courses designated as having an international focus, and two semesters of a world language.

Although not required, a study abroad experience is recommended. All study abroad counts toward the certificate, and if it involves another language, it also counts toward the language requirement.

The 21 hours must be distributed as follows:

- 6 credit hours in a world language (or equivalent)
- 15 credit hours must include no more than one 100-level and at least one 400-level course

The 21 credit hours must include courses from three academic units in a program that focuses either on a topic or a geographic area. The courses can also satisfy other liberal arts and sciences requirements.

If you wish to earn a Certificate of International Studies, [contact](#) the director of international programs.

## Latin American Studies

### Latin American Studies

**Hayley Froyland, Ph.D. | Coordinator**  
(574) 520-4266 | [internationalprog.iusb.edu](mailto:internationalprog.iusb.edu)

#### Faculty

Coordinator | **Froyland**  
Faculty Advisors | **Barrau, L. Chen, Fong-Morgan, Sernau, VanderVeen**

#### About Latin American Studies

The Latin American/Latino Studies Program focuses on the culture, society, and history of South America, Central America and Mexico, and the Caribbean, as well as the experiences in the United States of people and their descendents from these regions. The approach is holistic and interdisciplinary, combining language proficiency and cultural appreciation with analysis of social institutions and the processes of social, political, economic, and cultural change.

For more information about the Latin American/Latino Studies Program, [contact](#) the program coordinator.

#### Minor Offered

Minor in Latin American/Latino Studies

#### Course Descriptions

Anthropology ANTH | History HIST | Political Science POLS | Psychology PSY | Sociology SOC | Spanish SPAN | Speech SPCH | Women's and Gender Studies WGS

### Minor in Latin American/Latino Studies

#### Minor Requirements (15 cr. minimum)

All courses are 3 credit hours, unless otherwise designated.

#### Core Courses (6 cr.)

**Select two courses in Latin American history, politics, society, or culture:**

- ANTH-E 300 Culture Areas and Ethnic Groups  
VT: Peoples and Cultures of Latin America
- ANTH-E 335 Ancient Civilizations of Mesoamerica
- HIST-A 352 History of Latinos in the United States
- HIST-H 211 Latin American Culture and Civilization 1
- HIST-H 212 Latin American Culture and Civilization 2
- POLS-Y 330 Central American Politics
- POLS-Y 337 Latin American Politics
- SOC-S 362 World Societies and Cultures (Mexico or Costa Rica)
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 302 The Hispanic World 2
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Spanish America: The Cultural Context

#### Electives (6 cr.)

The 6 credit hours of electives may be drawn from the following courses or an approved substitute. Students seeking to apply a course with a comprehensive international theme to the minor should be able to show that a major portion of their work, such as a term paper or similar assignment, dealt directly with a Latin American/Latino topic. To preserve the minor's interdisciplinary focus, courses must be drawn from at least two departments.

#### Anthropology

- ANTH-A 385 Topics in Anthropology (where topics have a Latin American/Latino focus)
- ANTH-E 300 Culture Areas and Ethnic Groups  
VT: Peoples and Cultures of Latin America

#### History

- HIST-A 352 History of Latinos in the United States\*
- HIST-F 300 Issues in Latin American History
- HIST-J 495 Proseminar for History Majors (where topics have a Latin American/Latino focus)
- HIST-H 211 Latin American Culture and Civilizations 1
- HIST-H 212 Latin American Culture and Civilizations 2
- HIST-T 190 Literary and Intellectual Traditions (where topics have a Latin American/Latino focus)

#### Political Science

- POLS-Y 330 Central American Politics\*
- POLS-Y 337 Latin American Politics\*
- POLS-Y 343 The Politics of International Development

**Select one of the following:**

- POLS-Y 324 Women and Politics (where topics have a Latin American/Latino focus)

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### Psychology

- PSY-P 391 Psychology of Gender and Ethnicity (where topics have a Latin American/Latino focus)

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### Sociology

- SOC-S 335 Race and Ethnic Relations (where topics have a Latin American/Latino focus)
- SOC-S 362 World Societies and Cultures (Mexico/Costa Rica)
- SOC-S 410 Advanced Topics in Social Organization VT: International Inequalities and Global Issues (where topics have a Latin American/Latino focus)

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### Spanish

- SPAN-S 204 Second-Year Spanish 2 (for non-College of Liberal Arts and Sciences students)
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 303 The Hispanic World
- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 363 Introducción a la Cultura Hispánica
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 416 Modern Hispanic Poetry
- SPAN-S 496 Foreign Study in Spanish (in Latin America)

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### Speech Communication

- SPCH-S 427 Cross Cultural Communication

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### Women's Studies

- WGS-W 400 Topics in Women's Studies VT: Gender, Sexuality, and Race in Contemporary United States Immigration
- One 400 level course with Latin American or Latino Studies focus (3 cr.)

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### Language Requirement

Language facility is an important part of regional and cross-cultural understanding. All students seeking this minor must complete second-year Spanish or its equivalent. Students registered in the College of Liberal Arts and Sciences complete the language requirement by taking Spanish to fulfill the language requirements for the Bachelor of Arts. Students in other divisions take SPAN-S 204 Second-Year Spanish 2 as an elective for the minor as well as meeting the language requirement. Students enrolled or contemplating this minor are encouraged to complete their language courses as early as possible in their program.

Both the Spanish and sociology component of the IU South Bend Mexico and Costa Rica programs, SOC-S 362 World Societies and Cultures, can be applied to the minor and students are encouraged to consider this program or other international experience. All coursework for the minor should be planned with an advisor from the Latin American/Latino Studies Committee. This helps achieve a program of complementary coursework tailored to a student's specific needs and interests.

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## Management Skills | Minor

### Management Skills

Mary Nurenberg | Coordinator

Wiekamp Hall 3300A | (574) 520-4324

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### About Management Skills

Students in the College of Liberal Arts and Sciences may combine formal study in business administration with a liberal arts and sciences major.

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### Minor in Management Skills

#### Requirements (22 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BUS-A 201 Introduction to Financial Accounting
- BUS-X 310 Business Career Planning and Placement (1 cr.)
- ECON-E 103 Introduction to Microeconomics
- ENG-W 231 Professional Writing Skills
- SPCH-S 223 Business and Professional Communication

#### Select one of the following:

- BUS-K 201 The Computer in Business
- CSCI-A 106 Introduction to Computing

#### Select one of the following:

- BUS-A 202 Introduction to Managerial Accounting
- ECON-E 104 Introduction to Macroeconomics

#### Select one of the following:

- BUS-B 190 Principles of Business Administration
- BUS-Z 302 Managing and Behavior in Organizations
- POLS-Y 358 Human Behavior and Public Organizations

## Mathematical Sciences | Index

### Mathematical Sciences

Michael Darnel, Ph.D. | Chair  
Northside Hall 301B | (574) 520-4335 | [math.iusb.edu](http://math.iusb.edu)

#### Faculty

Professors | A. Brown, Y. Cheng (Associate Chair),  
Darnel (Chair), Shafii-Mousavi  
Associate Professors | Alvis, Guan, Song  
Assistant Professors | S. Chen, Connor, Savvopoulou,  
Shapcott  
Senior Lecturers | Agarwal, Vajiac, D. Wolf  
Lecturers | Bradley, Pankow, Schwieterman  
Faculty Emeriti | Choi, Frascella, L. Williams

#### About Mathematical Sciences

Mathematical Sciences offers a Bachelor of Arts in mathematics, Bachelor of Science in Applied Mathematics, Bachelor of Science in Actuarial Science, and a Master of Science in Applied Mathematics and Computer Science.

The Bachelor of Arts degree program in mathematics provides students with a solid foundation in the traditional core of undergraduate mathematics. The program requires a minor in an area of liberal arts and science in order to promote interdisciplinary knowledge and critical thinking. It serves those students who plan to seek admission to postgraduate studies in the mathematical sciences, who plan to seek teacher certification in mathematics upon graduation, or who pursue a career in any mathematics related field

The Bachelor of Science in applied Mathematics provides students comprehensive education in mathematical sciences. The quantitative curriculum prepares the students to solve complex and real world problems, and comprehend mathematical concepts. The program prepares the students for positions in industry, government, and/or postgraduate education in applied mathematics, statistics, or any other related field.

The Bachelor of Science in Actuarial Science prepares students for positions in actuarial science or graduate studies in related fields. The quantitatively rigorous curriculum prepares students to make challenging decisions regarding how to price and manage financial and operational risk in today's complex marketplace.

The Master of Science in Applied Mathematics and Computer Science (MS in AMCS) degree program is jointly offered by the departments of Mathematical Sciences and Computer and Information Sciences. This program provides students with advanced education in sophisticated quantitative and computational skills beyond undergraduate program proficiency.

The applied mathematics concentration of the MS in AMCS program provides the training in analytical rigor, quantitative professional competencies, unstructured problems solving techniques, and statistical analysis techniques that are needed for individuals seeking industrial and governmental positions in, but not limited to, quantitative disciplines and risk management, or seeking to further their education.

The department also offers a minor in mathematics.

A wide variety of service courses are also offered for students majoring in other disciplines, including computer science, physics and other sciences, business and economics, and education. A placement examination is used to match new students with an entry course at an appropriate level.

#### Graduate Degree Offered

- Master of Science in Applied Mathematics and Computer Science

#### Undergraduate Degrees Offered

- Bachelor of Arts in Mathematics | 4-Year Degree Plan (Sample)
- Bachelor of Science in Applied Mathematics | 4-Year Degree Plan (Sample)
- Bachelor of Science in Actuarial Science | 4-Year Degree Plan (Sample)

#### Minor Offered

- Minor in Mathematics

#### Course Descriptions

Mathematics MATH

#### Index

- Scheduling of Courses in Mathematics
- Mathematics Placement Examination

#### Mathematical Sciences | Placement Exams Mathematical Sciences

#### Scheduling of Courses in Mathematics

To help students make long-range curriculum plans, the department attempts to offer courses in a predictable fashion. Visit our website to view the most recent information about the mathematics curriculum.

#### Mathematics Placement Examination

Students planning to take their first IU South Bend mathematics course must take the placement examination. The examination is designed to help determine the level at which students should begin their mathematical studies.

The examination usually takes less than one hour to complete. Students should register at [cf.iusb.edu/ss-placement/placementform.cfm](http://cf.iusb.edu/ss-placement/placementform.cfm) to take placement examinations. Students can find information about math exam workshops and an online practice exam at [www.iusb.edu/exams/workshops.php](http://www.iusb.edu/exams/workshops.php) before taking the examination.

The test can place the student at one of the following levels:

#### Level 0 or Level 1

Students must successfully complete a developmental level course taught by Ivy Tech Community College instructors on the IU South Bend campus. It is a non-credit course and does not count towards degree requirements. To register for this course, students will see Holly Vinson in the Office of the Registrar (Administration Building, Room 139). Students are also encouraged to attend a math exam workshop (link above) and then retake the math placement exam to attempt to test at a higher level prior to the start of the semester.

**Level 2**

- MATH-A 100 Fundamentals of Algebra (4 cr.)

Students must successfully complete MATH-A 100 Fundamentals of Algebra (C or higher) to advance to Level 3. MATH-A 100 Fundamentals of Algebra is a graded course. Consult with your advisor as to how it counts towards your major requirements. No IU South Bend student will be allowed to take MATH-A 100 Fundamentals of Algebra for credit if the student has already passed a 100-level math course.

**Level 3**

- MATH-K 300 Statistical Techniques for Health Professions
- MATH-M 107 College Algebra
- MATH-M 111 Mathematics in the World
- MATH-M 118 Finite Mathematics
- MATH-T 101 Mathematics for Elementary Teachers 1
- Students must successfully complete MATH-M 107 College Algebra with a C- or higher to advance to Level 4.

**Level 4**

- MATH-M 115 Precalculus and Trigonometry (5 cr.)
- MATH-M 125 Precalculus Mathematics
- Students can move to Level 5 by successfully completing MATH-M 125 Precalculus Mathematics with a C- or higher. Students can move to Level 6 by successfully completing MATH-M 115 Precalculus and Trigonometry (or its two-semester equivalent, MATH-M 125 Precalculus Mathematics and MATH-M126 Trigonometric Functions), with a C- or higher.

**Level 5**

- MATH-M 119 Brief Survey of Calculus 1
- MATH-M 126 Trigonometric Functions (2 cr.)
- Students can move to Level 6 by successfully completing MATH-M 126 Trigonometric Functions or MATH-M 115 Precalculus and Trigonometry with a C- or higher.

**Level 6**

- MATH-M 215 Calculus I (5 cr.)
- Students at Level 6 have a solid mathematics background. Level 6 students can also enroll in MATH-M 118 Finite Mathematics or MATH-M 119 Brief Survey of Calculus 1 if these courses better fit their needs.

**Mathematics | B.A.****Bachelor of Arts (B.A.) in Mathematics****4-Year Degree Plan (Sample)****About the Bachelor of Arts in Mathematics**

The Bachelor of Arts (B.A.) degree in mathematics program provides students with a solid foundation in the traditional core of undergraduate mathematics. In order to promote interdisciplinary knowledge and critical thinking, the program requires a minor in an area of liberal arts and science. It serves those students who plan to seek admission to postgraduate studies in the mathematical sciences, who plan to seek teacher certification in

mathematics upon graduation, or who pursue a career in any mathematics related field.

**Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**General Education Curriculum**

The campuswide general-education requirements are the same as for other Bachelor of Arts degree programs in the College of Liberal Arts and Sciences. See the list provided.

Students receiving the Bachelor of Arts degree in mathematics must complete the campuswide and College of Liberal Arts and Sciences Bachelor of Arts degree general-education requirements. In addition, the following requirements must be met; all mathematics coursework required by the major must be completed with a grade of C- or higher.

**Requirements (33-36 cr.)**

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 347 Discrete Mathematics; or
- MATH-M 391 Introduction to Mathematical Reasoning (credit given for only one of MATH-M 347 and MATH-M 391)
- MATH-M 403 Introduction to Modern Algebra 1
- MATH-M 413 Introduction to Analysis 1

**Select one of the following options:****Option 1**

- MATH-N 390 The Natural World  
VT: Mathematics as a Human Activity
- MATH-T 336 Topics in Euclidean Geometry

**Select one additional course from the following list:**

- MATH-M 260 Combinatorial Counting and Probability; and
- MATH-M 261 Statistical Inferences (2 cr.) (MATH-M 260 and MATH-M 261 together count for one course in Option 1)
- MATH-M 343 Introduction to Differential Equations I
- MATH-M 344 Introduction to Differential Equations II
- MATH-M 365 Introduction to Probability and Statistics (4 cr.)
- MATH-M 404 Introduction to Modern Algebra 2
- MATH-M 405 Number Theory
- MATH-M 409 Linear Transformations
- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 420 Metric Space Topology
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 436 Introduction to Geometries
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 448 Mathematical Models and Applications 2

- MATH-M 463 Introduction to Probability Theory 1 (4 cr.)
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1
- MATH-M 472 Numerical Analysis 2

### Option 2

Select two courses from the following, one must be a 400-level course:

- MATH-M 260 Combinatorial Counting and Probability; and
- MATH-M 261 Statistical Inferences (2 cr.) (MATH-M 260 and MATH-M 261 together count for one course in Option 2)
- MATH-M 343 Introduction to Differential Equations I
- MATH-M 344 Introduction to Differential Equations II
- MATH-M 365 Introduction to Probability and Statistics (4 cr.)
- MATH-M 404 Introduction to Modern Algebra 2
- MATH-M 405 Number Theory
- MATH-M 409 Linear Transformations
- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 420 Metric Space Topology
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 436 Introduction to Geometries
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 448 Mathematical Models and Applications 2
- MATH-M 463 Introduction to Probability Theory 1 (4 cr.)
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1
- MATH-M 472 Numerical Analysis 2

### Recommended

In addition to studying mathematics courses, all majors are strongly encouraged to study, in depth, another discipline that uses mathematics. Majors are also strongly encouraged to take one or more computer programming course such as CSCI-C 101 Computer Programming I and CSCI-C 201 Computer Programming II. Students interested in professional work or graduate study in mathematics should take additional mathematics courses at the 300- and 400-level. Any student who intends to major in mathematics should contact the chair of mathematical sciences as soon as possible.

### Applied Mathematics | B.S.

#### Bachelor of Science (B.S.) in Applied Mathematics

### 4-Year Degree Plan

#### About the Bachelor of Science in Applied Mathematics

The Bachelor of Science in Applied Mathematics provides students comprehensive education in mathematical sciences. The quantitative curriculum prepares the students to solve complex and real world problems, and comprehend mathematical concepts. The program prepares the students for positions in industries, government, and/or postgraduate education in applied mathematics, statistics, or any related field.

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students receiving the Bachelor of Science degree in applied mathematics must complete the campuswide and College of Liberal Arts and Sciences general-education requirements. In addition, the following requirements must be met: all mathematics coursework required by the major must be completed with a grade of C– or higher.

### General Education Curriculum

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Campuswide Curriculum (33-39 cr.)

#### Fundamental Literacies (17 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select one of the following:
  - PHIL-P 105 Critical Thinking
  - PHIL-P 110 Introduction to Philosophy
  - PHIL-P 150 Elementary Logic
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select one of the following:
  - FINA-A 109 Ways of Seeing: Visual Literacy
  - JOUR-J 210 Visual Communication
- **Quantitative Reasoning** | Fulfilled with required mathematics courses
- **Information Literacy (1 cr.)** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | CSCI-C 101 Computer Programming I (4 cr.)

### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select N190 or N390 from AST, BIOL, CHEM, CSCI, GEOL, MATH, PHYS, or any other field in which a course in this category may appear, as designated in the Schedule of Classes.
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list

- **Health and Wellness (2 cr.)** | Select from approved course list

### Additional Requirements

#### World Languages (0-6 cr.)

Attainment of beginning-level proficiency in a language other than English is required. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the IU South Bend Bulletin. The number of years of high school language instruction typically determines into which semester a student may choose to enroll (0-1 years = 101; 2 years = 102).
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (W.L.S.) offers a placement examination to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credit hours for testing out of any two of the language classes 101, 102, 203, or 204. For more details, see the Department of World Language Studies website.

#### Natural Sciences (20 cr.)

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics).

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- Select additional physical and life science course offerings (7 cr.) (Subject to the above, any of MATH-N 190 and MATH-N 390 courses may count towards the Natural Sciences requirement.)

#### Mathematics (45 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 343 Introduction to Differential Equations I
- MATH-M 347 Discrete Mathematics; or
- MATH-M 391 Introduction to Mathematical Reasoning (credit given for only one of MATH-M 347 and MATH-M 391)
- MATH-M 413 Introduction to Analysis 1
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 463 Introduction to Probability Theory 1 (4 cr.)
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1

**Select two of the following or one of the following plus an upper-level course approved by the department:**

- MATH-M 344 Introduction to Differential Equations
- MATH-M 403 Introduction to Modern Algebra 1
- MATH-M 404 Introduction to Modern Algebra 2
- MATH-M 405 Number Theory
- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications

- MATH-M 448 Mathematical Models and Applications 2
- MATH-M 451 The Mathematics of Finance
- MATH-M 472 Numerical Analysis 2

### Mathematics | Minor Minor in Mathematics

#### Minor Requirements |

Students who wish to minor in mathematics must complete a minimum of 18 credit hours of mathematics, including the following:

#### Required Courses

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

**Select one of the following two options:**

#### Option 1

- MATH-M 260 Combinatorial Counting and Probability
- MATH-M 261 Statistical Inferences (2 cr.)
- MATH-M, MATH-N, or MATH-T courses at or above the 300-level

#### Option 2

- At least 8 credit hours of MATH-M, MATH-N, or MATH-T mathematics courses at or above the 300-level

### Actuarial Science | B.S.

#### Bachelor of Science (B.S.) in Actuarial Science

#### 4-Year Degree Plan

#### About the Bachelor of Science (B.S.) in Actuarial Science

Actuaries use mathematics and financial theory to determine the financial effect that uncertain future events such as birth, death, retirement, fire, accident, and sickness have on insurance and other benefit plans. Actuaries may work for insurance companies, employee benefits, consulting firms, or the benefits department of general business and government agencies.

The competitive actuarial profession requires mathematics graduates to have analytical, statistical, and computational skills, which allow them to solve industrial problems, predict the financial effects of uncertain future events, and carry out decision-making analyses. Students graduating from the program who plan to pursue careers in actuarial science can expect to succeed on the first one or two professional actuarial science examinations, and thus be ready to enter the actuarial profession. Students graduating from the program who choose not to become actuaries are well prepared to enter industry and work in such areas as quality control, computational analysis, information management, forecasting, risk analysis, simulation, and finance. A student wishing to pursue graduate study in mathematics or business is certainly prepared for either discipline.

For further information, call the Department of Mathematical Sciences at (574) 520-4335 or visit the website <https://www.iusb.edu/math-sci/programs.php>

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

### General Education Curriculum

For a more detailed description of the IU South Bend general-education curriculum, including lists of approved courses.

All courses certified as meeting the campuswide general-education requirements are designated in the Schedule of Classes.

### Campuswide Curriculum (33-39 cr.)

#### Fundamental Literacies (17 cr.)

- **Writing** | ENG-W 131 Elementary Composition 1
- **Critical Thinking** | Select one of the following:
  - ENG-W 270 Argumentative Writing (The requirement to take ENG-W 231 will be waived if ENG-W270 is taken to fulfill the requirement in Fundamental Literacies B-Critical Thinking)
  - PHIL-P 105 Critical Thinking
  - PHIL-P 110 Introduction to Philosophy
  - PHIL-P 150 Elementary Logic
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Select one of the following:
  - FINA-A 109 Ways of Seeing: Visual Literacy
  - JOUR-J 210 Visual Communication
- **Quantitative Reasoning** | Fulfilled with required mathematics courses
- **Information Literacy (1 cr.)** | COAS-Q 110 Introduction to Information Literacy (1 cr.) (should be taken with ENG-W 131 Elementary Composition 1)
- **Computer Literacy** | CSCI-C 101 Computer Programming I (4 cr.)

#### Common Core Courses (12 cr.)

Complete one course from each of the following four areas, as designated in the Schedule of Classes. At least one of the areas must be completed at the 300-level.

- **The Natural World** | Select N190 or N390 from AST, BIOL, CHEM, CSCI, GEOL, MATH, PHYS, or any other field in which a course in this category may appear, as designated in the Schedule of Classes.
- **Human Behavior and Social Institutions** | Select from approved course list
- **Literary and Intellectual Traditions** | Select from approved course list
- **Art, Aesthetics, and Creativity** | Select from approved course list

#### Contemporary Social Values (8 cr.)

Students must complete one course from each of the following three areas, as designated in the Schedule of Classes.

- **Non-Western Cultures** | Select from approved course list
- **Diversity in United States Society** | Select from approved course list
- **Health and Wellness (2 cr.)** | Select from approved course list

### Additional Requirements

#### World Languages (0-6 cr.)

Attainment of beginning-level proficiency in a language other than English. This requirement can be met in one of two ways:

- Successful completion of a second-semester language class, designated as 102 in the IU South Bend Bulletin. The number of years of high school language instruction typically determines into which semester a student may choose to enroll (0-1 years = 101; 2 years = 102).
- Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The Department of World Language Studies (W.L.S.) offers a placement examination to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credit hours for testing out of any two of the language classes 101, 102, 203, or 204. For more details, see the Department of World Language Studies website.

#### English Composition (0-3 cr.)

- ENG-W 231 Professional Writing Skills (The requirement to take ENG-W 231 will be waived if ENG-W 270 is taken to fulfill the requirement in Fundamental Literacies B-Critical Thinking)

#### Natural Sciences (11 cr.)

Courses must be selected in at least two of the physical and life sciences (astronomy, biological sciences, chemistry, geology, or physics). At least one of the courses must have a laboratory component. Subject to the above, any of MATH-N 190 and MATH-N 390 courses may satisfy the Natural Sciences requirement.

#### Business and Economics (18 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 301 Financial Management
- BUS-L 201 Legal Environment of Business
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

#### Mathematics (46-49 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 325 Topics Course: Problem Seminar in Actuarial Science (3-6 cr.)
- MATH-M 343 Introduction to Differential Equations I
- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 448 Mathematical Models and Applications 2 (actuarial modeling)
- MATH-M 451 The Mathematics of Finance
- MATH-M 463 Introduction to Probability Theory 1 (4 cr.)
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1

**Select two of the following or two upper-level or graduate courses approved by the department |**

- MATH-M 347 Discrete Mathematics; or
- MATH-M 391 Introduction to Mathematical Reasoning (credit given for only one of MATH-M 347 and MATH-M 391)
- MATH-M 413 Introduction to Analysis 1
- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variables with Applications
- MATH-M 472 Numerical Analysis 2

## Philosophy | Index

### Philosophy

Warren Shrader Ph.D. | Chair  
Wiekamp Hall 3248 | (574) 520-4491 | [philosophy.iusb.edu](http://philosophy.iusb.edu)

### Faculty

Associate Professors | Ananth, L. Collins, , Shrader (Chair), L. Zynda  
Assistant Professors | Shockey  
Faculty Emeriti | Naylor, Robbins, Washburn

### About Philosophy

Philosophy emphasizes clear, critical, and logical thinking about philosophical problems by locating these problems in everyday experience and in the writings of the great philosophers. Philosophy also stresses reflection on established beliefs and values so that we can achieve a better understanding of ourselves and the world in which we live. The curriculum in philosophy is designed to contribute to the intellectual training of all undergraduates and to acquaint students with some of the most important developments in intellectual history. The curriculum is structured to meet the needs not only of those who want to become professional philosophers, but also of those who want to pursue philosophy as a personal interest or as a concentration area to complement study in another field.

The department offers courses both in philosophy and in the history and philosophy of science. It is one of several IU South Bend departments that offers courses in religious studies and in cognitive science. Students who wish to focus their study on philosophy and a related area (e.g., art, religion, women's studies, a social or behavioral science, mathematics, a physical or biological science, or law) are invited to talk with any member of the department about the possible benefits of such options as a double major or a minor in philosophy, religious studies, cognitive science, or women's studies.

### Undergraduate Degree Offered

Bachelor of Arts in Philosophy | 4-Year Degree Plan (Sample)

### Minor Offered

Minor in Philosophy

### Course Descriptions

Philosophy PHIL

Philosophy | B.A. | Minor  
Bachelor of Arts (B.A.) in Philosophy

4-Year Degree Plan (Sample)

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | The Bachelor of Arts (B.A.) in philosophy requires at least 27 credit hours in courses offered by the department. One of these courses may be a 100-level course. All others must be at the 200-level or above. Students are required to select courses at the 200-level or above to satisfy the following distribution requirements:

### History of Philosophy (6 cr.)

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy

### Logic and Philosophy of Science (3 cr.)

- HPSC-X 200 Scientific Reasoning
- HPSC-X 201 Nature of Scientific Inquiry
- HPSC-X 220 Issues in Science: Humanistic
- HPSC-X 303 Introduction to Philosophy of Science
- HPSC-X 336 Religion and Science
- PHIL-P 250 Introductory Symbolic Logic

### Ethics, Social, and Political Philosophy (3 cr.)

- PHIL-P 325 Social Philosophy
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics 2
- PHIL-P 342 Problems of Ethics
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-P 345 Problems in Social and Political Philosophy

### Metaphysics and Epistemology (3 cr.)

- PHIL-P 310 Topics in Metaphysics
- PHIL-P 311 Metaphysics of Physical Nature
- PHIL-P 312 Topics in Theory of Knowledge
- PHIL-P 313 Theories of Knowledge
- PHIL-P 360 Introduction to Philosophy of Mind
- PHIL-P 366 Philosophy of Action

Other courses should be chosen in consultation with a departmental advisor. PHIL-T 190 Literary and Intellectual Traditions, PHIL-T 390 Literary and Intellectual Traditions, and HPSC-T 390 Literary and Intellectual Traditions courses may or may not count toward the major depending on the topic. Students are expected to cooperate with departmental faculty in assessing the program for the major.

### Minor in Philosophy

### Minor Requirements |

**Note** | Students can earn a minor in philosophy by completion of at least 15 credit hours in philosophy, of which at least 12 credit hours are at the 200-level or higher and by meeting the following requirements:

### History of Philosophy (3 cr.)

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy

### Metaphysics or Epistemology (3 cr.)

- PHIL-P 310 Topics in Metaphysics

- PHIL-P 311 Metaphysics of Physical Nature
- PHIL-P 312 Topics in Theory of Knowledge
- PHIL-P 313 Theories of Knowledge
- PHIL-P 360 Introduction to Philosophy of Mind
- PHIL-P 366 Philosophy of Action

### Ethics, Logic, or History and Philosophy of Science (3 cr.)

- HPSC-X 200 Scientific Reasoning
- HPSC-X 201 Nature of Scientific Inquiry
- HPSC-X 220 Issues in Science: Humanistic
- HPSC-X 303 Introduction to the Philosophy of Science
- HPSC-X 336 Religion and Science
- PHIL-P 250 Introductory Symbolic Logic
- PHIL-P 325 Social Philosophy
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics
- PHIL-P 342 Problems of Ethics
- PHIL-P 343 Classics in Social and Political Philosophy
- PHIL-P 344 Classics in Social and Political Philosophy 2
- PHIL-P 345 Problems in Social and Political Philosophy

**Note** | PHIL-T 190 Literary and Intellectual Traditions, PHIL-T 390 Literary and Intellectual Traditions, and HPSC-T 390 Literary and Intellectual Traditions courses may or may not count toward the minor depending on the topic.

## Physics and Astronomy | Index

### Physics and Astronomy

**Henry P. Scott, Ph.D. | Chair**  
**Northside Hall 301A | (574) 520-4278 |**  
[physics.iusb.edu](http://physics.iusb.edu)

### Faculty

Professors | **J. Hinnefeld, Levine, Lynker**  
 Associate Professors | **Schimmrigk, Scott (Chair)**  
 Senior Lecturer | **Borntrager**  
 Faculty Emeritus | **Zimmerman**  
 Chief Technician | **Nate**

### About Physics

The department offers courses in physics, astronomy, and geology; serving three broad groups of students: those majoring in physics with plans either to enter graduate school in physics, astronomy, or a related field, or to make a career in industry; those majoring in other natural sciences, science education, or engineering technology; and those majoring in nontechnical disciplines who wish to learn some physical science.

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in this department. A dual-degree program, under which a student can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from a cooperating institution in at least three years of study at IU South Bend and at least two years of study at the cooperating institution, is described below.

### Undergraduate Degrees Offered

- Bachelor of Arts in Physics | 4-Year Degree Plan (Sample)
- Bachelor of Science in Physics | 4-Year Degree Plan (Sample)

### Minor Offered

- Minor in Physics

### 3/2 Dual Degree Program in Physics and Engineering

Through agreements with institutions offering degrees in engineering, it is possible for a student to earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering another institution, following at least three years of study at IU South Bend and at least two years of study at the partnering institution. Contact the Department of Physics and Astronomy for information about this dual-degree program.

### Course Descriptions

Astronomy AST | Physics PHYS | Geology GEOL

### Physics | B.A.

#### Bachelor of Arts in Physics

#### 4-Year Degree Plan [Sample]

#### Degree Requirements

All courses are 3 credit hours, unless otherwise designated.

### General Education Curriculum (33-39 cr.)

Students earning the Bachelor of Arts in physics must complete the campus-wide general-education requirements, as noted on the General-Education website.

### College of Liberal Arts and Sciences Requirements (14-23 cr.)

Students earning the Bachelor of Arts in physics must complete additional requirements as specified by the College of Liberal Arts and Sciences for all B.A. degrees within the college. These include requirements in World Languages, Western Culture Before 1800, an additional Science Course with Laboratory, and the completion of a minor.

#### Physics Requirements (30 cr.)

##### Fundamental Core (19 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4

##### Advanced Core (0-12 cr.)

- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics

##### Physics Electives (0-11 cr.)

- AST-A 453 Topical Astrophysics
- AST-N 390 Natural World
- GEOL-G 413 Introduction to Geophysics
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 321 Techniques of Theoretical Physics
- PHYS-P 334 Fundamentals of Optics
- PHYS-P 410 Computing Applications in Physics
- PHYS-P 473 Introduction to String Theory
- PHYS-S 405 Readings in Physics (1-3 cr.)

##### Research (0-3 cr.)

- PHYS-S 406 Research Project (1-3 cr.)

##### Mathematics Requirements (13 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 343 Introduction to Differential Equations I

##### Free Electives (as needed to bring degree total to 120 cr.)

##### Recommended Courses |

- 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.)
- CSCI-C 101 Computer Programming I (4 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 344 Introduction to Differential Equations

### Physics | B.S. Bachelor of Science in Physics

#### 4-Year Degree Plan (Sample)

##### About the Bachelor of Science (B.S.) in Physics

There are two tracks for the B.S. in Physics. The Professional Track is designed to prepare students either for graduate study in physics or for employment. The

Applied Physics Track is intended primarily for students pursuing degrees in both physics and engineering through the dual-degree arrangements described below. Degree Requirements |

#### Degree Requirements

All courses are 3 credit hours, unless otherwise designated.

#### General Education Curriculum (33-39 cr.)

Students earning the Bachelor of Science in Physics must complete the campuswide general-education requirements, as described on the General-Education website..

#### World Languages

Attainment of beginning-level proficiency in a language other than English is required.

This requirement can be met in one of two ways:

1. Successful completion of a second-semester language class, designated as 102, or equivalent. The number of years of high school language instruction typically determines into which semester a student may choose to enroll (0-1 years=101; 2 years=102); or
2. Formal training, as evidenced by secondary or university diplomas, in a language other than English.

The department of World Language Studies (W.L.S.) offers a placement examination to determine into which semester a student should enroll and/or to qualify students for credit by examination. Students may earn up to 6 credit hours for testing out of any two of the language classes 101, 102, 203, or 204. For more details, see the W.L.S. [website](#).

#### Physics Requirements (35 cr.)

There are two tracks for the B.S. degree in physics at IU South Bend. The Professional Track is the best preparation for graduate study in physics, while the Applied Physics Track is intended primarily for students who are pursuing degrees in both physics and engineering through our "3/2" dual-degree arrangements with engineering departments at other universities. It is especially important for those interested in completing a 3/2 program to work closely with their advisor to navigate the specific requirements of the engineering school and program of their choosing.

For students completing the Applied Physics Track as part of a 3/2 program, up to 10 credits in approved courses from the partnering institution may be transferred back to IU South Bend to reach the 35 credits in the physics requirements.

##### Fundamental Core (19 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4

##### Advanced Core (6-12 cr.)

**Note** | All four courses required for Professional Track; at least two for Applied Track)

- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics

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### Physics Electives (1-9 cr. to reach total of 35 cr. in Physics Requirements)

- AST-A 453 Topical Astrophysics
- AST-N 390 The Natural World
- GEOL-G 413 Introduction to Geophysics
- PHYS-P 303 Digital Electronics (4 cr.)
- PHYS-P 321 Techniques of Theoretical Physics
- PHYS-P 334 Fundamentals of Optics
- PHYS-P 410 Computing Applications in Physics
- PHYS-P 473 Introduction to String Theory
- PHYS-S 405 Readings in Physics (1-3 cr.; limited to 6 cr.)

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### Research (1 cr. min.)

- PHYS-S 406 Research Project (1-3 cr.)

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### Math Requirements (21 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 343 Introduction to Differential Equations with Applications I

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### Track Requirements (3-9 cr.)

The following requirements are track-dependent: after consulting with their advisor to choose a path, students should follow the requirements below for either the Professional Track or the Applied Physics Track.

#### Professional Track (3 cr.)

- **Advanced Core Stipulation** | All four courses of the Advanced Core must be completed
- **Additional Math Requirement** (select one, 3 cr.) |
  - MATH-M 344 Introduction to Differential Equations II
  - MATH-M 447 Mathematical Models and Applications 1
  - MATH-M 471 Numerical Analysis 1
  - Other 300- or 400-level mathematics course with departmental consent
- **Free Electives** (as needed to bring degree total to 120 cr.) | Recommendations
  - 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.)
  - CSCI-C 101 Computer Programming I (4 cr.)

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#### Applied Track (9 cr.)

- **Advanced Core Stipulation** | At least two courses of the Advanced Core must be completed
- **Chemistry Requirements** (5 cr.) |
  - CHEM-C 105 Principles of Chemistry I
  - CHEM-C 125 Experimental Chemistry I (2 cr.)

- **Computer Science Requirement** (4 cr.) | CSCI-C 101 Computer Programming I (4 cr.)
- **Free Electives** | as needed to bring degree total to 120 cr.

### Physics | 3/2 Dual-Degree in Physics and Engineering 3/2 Dual-Degree Program in Physics and Engineering

Through agreements with institutions offering degrees in engineering, it is possible for a student to earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from another institution, following at least three years of study at IU South Bend and at least two years of study at the partnering institution. Contact the Department of Physics and Astronomy for current information about this dual-degree program.

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#### Degree Requirements |

All courses are 3 credit hours, unless otherwise designated.

#### Concentration Requirements

##### Applied Physics Track (35 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4
- PHYS-S 406 Research Project (1-3 cr.)

#### Select at least two of the following:

- PHYS-P 331 Theory of Electricity and Magnetism
- PHYS-P 340 Thermodynamics and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics I
- PHYS-P 453 Introduction to Quantum Mechanics

#### Select from the following:

- AST-A 453 Topical Astrophysics
- GEOL-G 413 Introduction to Geophysics
- PHYS-P 321 Techniques of Theoretical Physics
- PHYS-P 334 Fundamentals of Optics
- PHYS-P 410 Computer Applications in Physics
- PHYS-P 473 Introduction to String Theory
- PHYS-S 405 Readings in Physics

For students in the dual-degree program, up to 10 credit hours of approved engineering or physics courses transferred from the partnering institution may be applied to the 35 credit hour concentration requirement in the Applied Physics Track. Contact the Department of Physics and Astronomy for current lists of approved courses at partnering institutions.

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#### Additional Requirements, Applied Physics Track (35 cr.)

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)

- MATH-M 343 Introduction to Differential Equations I

No more than 6 credit hours of independent study PHYS-S 405 Readings in Physics and no more than 3 credit hours of PHYS-S 406 Research Project may be applied to the 35 credit hour concentration requirement in the Applied Physics Track. The requirement of PHYS-S 406 Research Project may be waived for students who complete a capstone engineering experience as part of the dual-degree program.

### Physics | Minor Minor in Physics

#### Minor Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Fundamental Core

##### Physics Requirements (19 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4

**Note** | With departmental approval, another course applicable to the major may be substituted for either PHYS-P 324 Physics 4 or PHYS-P 309 Modern Physics Laboratory

### Master of Public Affairs | Information Master of Public Affairs (M.P.A.)

**Steven Gerencser, Ph.D. | Program Director**  
**Wiekamp Hall 2188 | (574) 520-4334 | [mpa.iusb.edu](http://mpa.iusb.edu)**

#### Program Description

The Department of Political Science administers the Master of Public Affairs (M.P.A.) degree and three graduate-level certificates: public management, health systems management, and nonprofit management. The Master of Public Affairs promotes a course of study that exposes students to the study of public policy and affairs that integrates professional management skills with the analysis of contemporary political, economic, and social issues. Understanding the political, economic, and social context in which public sector and nonprofit enterprises operate are emphasized in the program's curriculum as well as a commitment to building management skills and applications to policy making. The M.P.A. degree provides a foundation for equipping managers to excel in their jobs and to become leaders in their workplaces and communities.

The Master of Public Affairs degree program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

#### Admission Requirements

Students are admitted to the M.P.A. and its certificate programs by the M.P.A. Graduate Admissions Committee. Applicants to the program come from a variety of educational backgrounds, including social sciences, education, social work, and humanities. Applicants for the program must have a bachelor's degree from a regionally accredited educational institution with a minimum GPA of 3.0. Applicants who have a GPA lower than 3.0 are

required to take the Graduate Record Exam (GRE) and score at least 150 in each Verbal and Quantitative Reasoning and a 4 in Analytical Writing. (450 in each Verbal and Quantitative Reasoning on the pre-2012 GRE scoring system)

In addition, applicants to the M.P.A. degree program are required to demonstrate that coursework has been taken in the last six year in the following areas |

- Statistics
- Political science or public affairs
- Economics

Applicants who have not taken at least one course in each of the areas above should arrange to enroll in these courses before or at the time of application to the program.

Under certain circumstances (such as relevant work experience), students may be admitted on a provisional basis. This provisional status is removed upon fulfillment of stipulated conditions. Generally, applicants admitted on a provisional basis must enroll in certain courses and must obtain a 3.0 GPA in all preliminary coursework before they are granted full admittance to the degree program.

#### Admission Process

- General information about applying to graduate programs can be found at [graduate.iusb.edu](http://graduate.iusb.edu)
- To begin the online admissions process, please visit this website: [www.iusb.edu/portal/apply.php](http://www.iusb.edu/portal/apply.php)

Applications must include the following:

- Application for admission
- Essay describing applicant's interests and goals in pursuing the M.P.A. or certificate
- Three letters of recommendation
- Official transcripts from all undergraduate and graduate programs attended
- GRE scores (if applicable)
- Application fee

Applicants are urged to contact the graduate director of the M.P.A. degree program prior to submitting an application.

#### Application Deadlines

The M.P.A. Graduate Admissions Committee meets on a regular basis during the academic year to review applications for admission. The following deadlines should be noted to be considered for full admission to the program:

#### Semester | Deadline

Fall semester | June 30  
Spring semester | October 31  
Summer sessions | March 31

#### Mid-Career Option Credit

Individuals applying to the M.P.A. degree program may be eligible to receive up to 6 credit hours for relevant work experience in a professional setting. Experience in managerial or in program or policy development with either a public, quasi-public, or private agency can be petitioned for graduate credit toward the degree.

Individuals who believe that they may be eligible for mid-career credit may apply for this option at the time of

application to the program. It is strongly recommended that individuals wishing to pursue this option contact the M.P.A. graduate director for consultation.

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### Credit Transfer Policy

Up to 6 credit hours of appropriate graduate coursework may be transferred from other universities and applied toward the M.P.A. Approval of credit transfer is at the discretion of the director of the M.P.A. and the M.P.A. Graduate Admissions Committee. Applicants seeking to apply transfer credit hours to the M.P.A. should contact the M.P.A. graduate director.

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### Academic Regulations

To maintain good academic standing, students must maintain a minimum overall GPA of 3.0 in all work taken for graduate credit. Only courses with grades of C or above may be counted toward degree requirements, although all grades in graduate courses are computed in the GPA.

Failure to maintain good standing may result in dismissal from the program.

Other academic regulations and policies are established by the M.P.A. Graduate Admissions Committee and the Department of Political Science.

## Political Science | Index

### Political Science

**Steven Gerencser, Ph.D. | Chair**

**Weikamp Hall 2188 | (574) 520-4334 | [polisci.iusb.edu](http://polisci.iusb.edu)**

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### Faculty

Professors | **L. Chen, Karakatsanis**

Associate Professors | **Bennion-Turba, Gerencser (Chair), Popescu**

Assistant Professors | **B. McDonald, J. Smith, Trottier**

Faculty Emeriti | **Bonn, Hamburg, P. Herr, J. Lewis, Penikis**

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### About Political Science

Courses offered by the department introduce students to the study of government and politics, including an understanding of public affairs, different political systems, and political ideas. This program intends to educate citizens who can think critically about politics and its place in their lives and in society; to provide a general liberal arts education for students continuing on to a wide variety of careers, including public service; and to help prepare those students who choose to continue on to graduate school or law school.

Through their coursework, students also come to understand some of the ways in which political scientists study politics; and learn to express themselves cogently in writing and orally. The department seeks to achieve these goals through its instructional program: a master's degree, three graduate certificates, a major, a minor, and the political science courses taken by students majoring in other disciplines as part of the general education requirement.

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### Graduate Degree and Certificates Offered

- Master of Public Affairs
- Certificates in Public Management | Health Systems Management | Nonprofit Management

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### Undergraduate Degrees, Minor, and Certificate Offered

- Bachelor of Arts in Political Science | 4-Year Degree Plan (Sample)
- Minor in Political Science
- Paralegal Studies Certificate Program

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### Course Descriptions

Political Science POLS | Geography GEOG

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### Index |

- Pre-Law Preparation
- Recommended Courses for All Students Interested in Law School
- Possible Political Science Pre-Law Curriculum
- Geography
- Master of Public Affairs Information
- Program Description
- Admission Requirements
- Admission Process
- Application Deadlines
- Mid-Career Option Credit
- Credit Transfer Policy

- Academic Regulations

### **Political Science | B.A. | Minor Bachelor of Arts (B.A.) in Political Science**

#### **4-Year Degree Plan [Sample]**

#### **Degree Requirements (120 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **Course Requirements (30 cr.)**

- POLS-Y 490 Senior Seminar in Political Science (required of all majors)

#### **Senior Seminar Portfolio |**

Students enrolled in POLS-Y 490 Senior Seminar in Political Science must submit a portfolio at the end of the semester they are enrolled in Senior Seminar. The portfolio is submitted to the instructor of the Senior Seminar course at the same time final drafts of the Senior Seminar paper are submitted. In no way does the portfolio affect students' grades. Instead, it is used to assess departmental goals and objectives. The portfolio should include the following three items: 1) One of the first papers written by the student in political science; 2)

The final draft of the senior seminar paper; and 3) A brief student reflection that is guided by questions to be provided by the Senior Seminar instructor. Students who have questions regarding the portfolio are invited to see any faculty member of the department.

No more than 9 credit hours of 100-level courses may be included in the 30 credit hours. Students must complete at least one course from three of the four sub-areas:

#### **American Government**

- POLS-Y 103 Introduction to American Politics
- POLS-Y 200 Contemporary Political Topics
- POLS-Y 201 Controversies in United States Politics
- POLS-Y 301 Political Parties and Interest Groups
- POLS-Y 304 Constitutional Law
- POLS-Y 316 Public Opinion and Political Participation
- POLS-Y 317 Voting, Elections, and Public Opinion
- POLS-Y 318 The American Presidency
- POLS-Y 319 The United States Congress
- POLS-Y 327 Gender Politics in the United States
- POLS-Y 329 Racial and Ethnic Politics in the United States

#### **Comparative or International Politics**

- GEOG-G 313 Political Geography
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- POLS-Y 311 Democracy and National Security
- POLS-Y 324 Women and Politics
- POLS-Y 330 Central American Politics
- POLS-Y 335 Western European Politics
- POLS-Y 337 Latin American Politics
- POLS-Y 343 The Politics of International Development
- POLS-Y 350 Politics of the European Union
- POLS-Y 362 International Politics in Selected Regions
- POLS-Y 371 Workshop in International Topics

VT: Terrorism and Political Violence

- POLS-Y 376 International Political Economy
- POLS-Y 488 Study Abroad in Political Science

#### **Political Theory**

- POLS-Y 381 History of Political Theory I
- POLS-Y 382 History of Political Theory II
- POLS-Y 383 Foundations of American Political Thought
- POLS-Y 384 Developments in American Political Thought

#### **Public Affairs**

- POLS-Y 115 Environment and People
- POLS-Y 120 Public Affairs
- POLS-Y 235 Introduction to Public Management
- POLS-Y 357 Introduction to Nonprofit Management
- POLS-Y 358 Human Behavior and Public Organizations
- POLS-Y 359 Economics and Public Management
- POLS-Y 387 Research Methods in Political Science
- POLS-Y 396 Law and Public Affairs
- POLS-Y 425 Public Sector Labor Relations
- POLS-Y 430 Introduction to Public Policy

The sub-area of the following courses varies depending on the section number and instructor. Accordingly, students should consult with their departmental advisor.

- POLS-B 190 Human Behavior & Social Institutions
- POLS-B 399 Human Behavior & Social Institutions
- POLS-Y 380 Selected Topics of Democratic Government

#### **Minor in Political Science**

#### **Minor Requirements**

All courses are 3 credit hours, unless otherwise designated.

Students wishing to earn a minor in political science should consult with an advisor in the department. They must complete 15 credit hours in political science courses, of which no more than 6 credit hours may be at the

100-level. Generally, the department recommends that students complete at least one course from three of the four sub-areas:

- American government
- Comparative or international politics
- Political theory
- Public administration

#### **Political Science | Paralegal Certificate Paralegal Studies Certificate Program**

The certificate is a part-time 21 credit hour evening classroom-based program allowing those currently working to obtain certification to advance their career. Paralegals improve the efficiency, speed, economy, and availability of legal services, thus meeting the need for more cost effective legal services. Typical work activities include preparing materials for closings, hearings, trials, and corporate meetings. They also draft contracts, investigate the facts of cases, organize and track legal files, and are involved in the preparation of tax returns

and maintenance of financial office records. Paralegals are typically employed by law firms or governmental agencies; however paralegals may also be employed by corporations, insurance companies, hospitals, title companies and community legal service agencies.

The Paralegal Studies Certificate Program is an interdisciplinary program. The program is usually completed in two and one-half years, but there is a one year accelerated program, for those individuals meeting the eligibility requirements. Students in the College of Liberal Arts and Sciences may use this certificate to fulfill the CLAS minor requirement.

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### Certificate Requirements

All courses are 3 credit hours, unless otherwise designated.

The Paralegal Studies Certificate Program requires 21 credit hours of coursework in political science, English, and business for completion.

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### Prerequisites (6 cr.)

- ENG-W 131 Elementary Composition 1
- CSCI-A 106 Introduction to Computing

### Required Political Science Courses (15 cr.)

- POLS-Y 211 Introduction to Law
- POLS-Y 221 Legal Research and Writing for Paralegal Studies
- POLS-Y 222 Litigation for Paralegal Studies
- POLS-Y 224 Property Law for Paralegal Studies
- POLS-Y 229 Estate Law for Paralegal Studies

### Required English Courses (3 cr.)

- ENG-W 233 Intermediate Expository Writing

### Required Business Courses (3 cr.)

- BUS-X 102 Freshman Seminar in Business  
VT: Business Organizations for Paralegals

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### Additional Requirements

In addition to completing the above courses, students must also complete two six-hour mandatory seminars (which meet for six hours on a given Saturday during the semester) and four of five three-hour seminars (which meet during regularly scheduled class times).

#### Six-Hour Seminars

- Client Interviewing Seminar
- Law Office Technology and Systems Seminar

#### Three-Hour Seminars

- Paralegal Methods in Business Organizations Seminar
- Paralegal Methods in Estate Planning
- Paralegal Methods in Litigation Seminar
- Paralegal Methods in Probate Seminar
- Paralegal Methods in Real Property Seminar

### Pre-Law Preparation

#### Information on Pre-Law Preparation

In the United States, students apply for law school admission after they have received a four-year bachelor's degree (either a B.A. or B.S.) in a major of their choice. Following varied paths to prepare themselves for law

school, successful students come from all walks of life with diverse experiences and different courses of study. They attend law school for three to four years and, after completion of study, earn a juris doctor (J.D.) degree and take a written bar exam in the state(s) or region(s) in which they wish to practice law.

Some common undergraduate degrees of students currently in law schools are political science, history, English, philosophy, psychology, criminal justice and business. Many IU South Bend students also take a certificate or minor in paralegal studies, which further prepares them for law school and the legal profession. These and many other majors and minors help develop students' analytical and communication skills, including critical thinking, reasoning, writing and oral communication—all important skills for success in law school.

To be admitted to law school, students must have a strong undergraduate cumulative grade point average and an acceptable score on the Law School Admission Test (LSAT). The very best schools will only accept the top students.

For pre-law advising, students are invited to contact any member of the Department of Political Science. Students may also obtain additional information about law schools from the Pre-Law Handbook published by Bobbs-Merrill and prepared by the Association of American Law Schools and the Law School Admission Test Council.

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### Recommended Courses for All Students Interested in Law School

The following course suggestions are intended to help pre-law students develop the requisite skills and knowledge necessary for a sound law school foundation. It is recommended that students select from among these courses as they meet their general education, major, minor and elective requirements.

#### Critical Thinking, Reasoning and Logic

- HPSC-X 200 Scientific Reasoning
- HPSC-X 201 Nature of Scientific Inquiry
- HPSC-X 220 Issues in Science: Humanistic
- HPSC-X 303 Introduction to Philosophy of Science
- HPSC-X 336 Religion and Science
- PHIL-P 105 Thinking and Reasoning
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 150 Elementary Logic
- PHIL-P 250 Introductory Symbolic Logic
- POLS-Y 201 Controversies in U.S. Politics
- PSY-P 211 Methods of Experimental Psychology

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#### Ethics

- CJUS- 330 Criminal Justice Ethics
- PHIL-P 340 Classics in Ethics
- PHIL-P 341 Ethical Classics 2
- PHIL-P 342 Problems of Ethics

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#### Writing Skills

- ENG-W 131 Elementary Composition
  - ENG-W 140 Elementary Composition—Honors
  - ENG-W 233 Intermediate Expository Writing
  - Other courses from the Schedule of Classes fulfilling the Level 2 Writing requirement
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### Oral Communication/Argumentation

- SPCH-S 121 Public Speaking
- SPCH-S 228 Argumentation and Debate

### Law Courses

In addition to receiving a minor in Paralegal Studies, the following courses also provide students with a sound introduction to various areas of law.

- BUS-L 203 Commercial Law I
- BUS-L 303 Commercial Law 2
- CJUS-P315 Corrections and Constitutional Law
- CJUS-P 370 Criminal Law
- JOUR-J 300 Communications Law
- LSTU-L 200 Survey of Employment Law
- LSTU-L 201 Labor Law
- POLS-Y 304 American Constitutional Law I
- POLS-Y 396 Law and Public Affairs

### Accounting

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 312 Intermediate Accounting II

### Possible Political Science Pre-Law Curriculum

In addition to fulfilling their general education requirements by selecting courses from the above list, which is recommended for all students interested in law school, political science majors may also wish to enroll in the following recommended courses, which also fulfill major requirements:

### Introductory Level Courses (9 hours)

- POLS-Y 103 Introduction to American Politics
- POLS-Y 120 Public Affairs

### Select one of the following:

- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations

### Any one course in Political Theory (3 hours)

- POLS-Y 381 Classical Political Thought
- POLS-Y 382 History of Political Theory 2
- POLS-Y 383 American Political Ideas 1

### Law-Related Courses (6 hours)

- POLS-Y 304 American Constitutional Law I
- POLS-Y 396 Law and Public Affairs

### Courses in American National Institutions (9 hours)

- POLS-Y 380 The American Supreme Court
- POLS-Y 318 The American Presidency
- POLS-Y 319 The United States Congress
- POLS-Y 301 Political Parties and Interest Groups

### Additional Courses for those interested in pursuing International Law (6 hours)

- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- Or any other two courses in Comparative and International Relations

### Master of Public Affairs | Certificate Programs Master of Public Affairs (M.P.A.)

Steven Gerencser, Ph.D. | Program Director  
Wiekamp Hall 2188 | (574) 520-4334 | [mpa.iusb.edu](http://mpa.iusb.edu)

### Certificate Programs

The Public Affairs graduate certificate is a 15 credit hour (five courses) program designed for individuals who want a short course in management, as in the following examples:

- Those in public and community or health care organizations or agencies who wish to supplement their primary fields of professional or technical expertise.
- People changing from professional or technical roles to managerial roles in their organizations.
- Career employees of public and community agencies or health care organizations interested in studying about public or health care management.

### Admission Requirements, Application Procedures, and Academic Standing

To apply to a certificate program, applicants must meet the same eligibility requirements as applicants seeking admission to the M.P.A. degree program. Applicants also must follow the same application procedures as those for the M.P.A. degree program. The rules for maintaining good academic standing in the M.P.A. degree program also apply to the certificate program.

### Certificate Program Requirements (15 cr.)

Courses are 3 credit hours, unless otherwise designated.

### Public Management Certificate

- POLS-Y 501 Fundamentals of Public Management
- POLS-Y 505 Personnel Management in Public Organizations
- POLS-Y 511 Public Economics
- Two additional political science graduate courses

### Health Systems Management Certificate

- POLS-Y 502 Health Care Delivery Policy Issues
- POLS-Y 504 Politics of Managing Health Services Organizations
- POLS-Y 506 Politics of Health Care Finance
- Select two additional courses with advisor approval

### Nonprofit Management Certificate

- POLS-Y 505 Personnel Management in Public Organizations
- POLS-Y 515 Nonprofit Management
- POLS-Y 518 Nonprofit Financial Management Policy
- Two additional political science graduate courses

### Master of Public Affairs | Requirements Master of Public Affairs (M.P.A.)

### About the Master of Public Affairs

The Master of Public Affairs (M.P.A.) degree requires the completion of 39-48 credit hours. The course of study is divided into three distinct parts: prerequisites (9 credit hours), the core curriculum (24 credit hours) and a selected concentration (12 credit hours). The remaining

3 credit hours are electives, usually chosen from among courses in other concentrations.

### Degree Requirements

Courses are 3 credit hours, unless otherwise designated.

#### Prerequisites (9 cr.)

Students who have completed coursework in the last six years in the areas listed below at the undergraduate level are exempt from the prerequisites.

- Statistics
- Political science or public affairs
- Economics

Applicants who have not taken at least one course in each of the areas above should arrange to enroll in these courses before or at the time of application to the program.

#### Core Curriculum (24 cr.)

The M.P.A. core is designed to ensure that each student acquires both prerequisite analytical skills and an understanding of policy issues and governmental processes that compose the environment within which graduates will pursue their careers.

- POLS-Y 501 Fundamentals of Public Management
- POLS-Y 503 Statistics for Public Management
- POLS-Y 505 Personnel Management in Public Organizations
- POLS-Y 509 International Public Affairs
- POLS-Y 524 Research Design for Public Affairs (pending final approval)
- POLS-Y 615 Capstone in Public Affairs

#### Select one of the following:

- POLS-Y 507 Public Law
- POLS-Y 516 Legal Aspects of Health Care Delivery

#### Select one of the following:

- POLS-Y 511 Public Economics
- POLS-Y 514 Political Economy of Health Care

#### Selected Concentration (12 cr.)

Concentrations give students educational experiences in a substantive area of interest. The course of study in each concentration is determined in conjunction with an advisor.

#### Governmental Administration and Policy

The government administration and policy concentration consists of twelve (12) credit hours within the MPA curriculum. Students are required to take the follow course:

- POLS-Y 513 Public Policy

Additionally, students must complete nine (9) credit hours from the following list of courses:

- POLS-Y 517 Civic Groups and Public Policy
- POLS-Y 521 Comparative Public Management and Affairs
- POLS-Y 522 Public Budgeting and Finance
- POLS-Y 582 Financial Management for Public Affairs (pending final approval)
- POLS-Y 625 Topics in Public Affairs

#### Nonprofit Administration and Policy

The non-profit administration and policy concentration consists of twelve (12) credit hours within the MPA curriculum. Students are required to take the follow course:

- POLS-Y 515 Nonprofit Management

Additionally, students must complete nine (9) credit hours from the following list of courses:

- POLS-Y 517 Civic Groups and Public Policy
- POLS-Y 519 Resource Development for Nonprofit Organizations
- POLS-Y 582 Financial Management for Public Affairs (pending final approval)
- POLS-Y 635 Topics in Nonprofit Management

#### Health Systems Administration and Policy

The health systems management and policy concentration consists of twelve (12) credit hours within the MPA curriculum. Students are required to take the follow course:

- POLS-Y 502 Health Care Delivery Policy Issues

Additionally, students must complete nine (9) credit hours from the following list of courses:

- BUSB-B 502 Organizational Behavior I
- POLS-Y 504 Politics of Managing Health Services Organizations
- POLS-Y 582 Financial Management for Public Affairs (pending final approval)

#### Generalist Option

12 credit hours of public affairs courses with approval of student's advisor.

#### Electives (3 cr.)

Additional courses (from other concentrations to complete the 39-48 credit hour requirement)

#### Internship/Practicum Program

Up to 3 credit hours of practicum/internship credit may be awarded to a student engaged in an off-campus internship or professional work experience. Students generally arrange their own internships/practica and work with an advisor to determine the academic requirements for obtaining credit. Internships/practica must be approved by a faculty advisor.

#### Geography

#### Geography

Geography courses focus on the spatial arrangement of physical phenomena, people, and their institutions in our world. At IU South Bend most of the courses are concerned with locational patterns of people, their activities, and how and why those patterns develop. The geography coordinator, Gabriel Popescu can be reached at (574) 520-4147.

Geography courses meet requirements in most academic programs. Check with the academic program to determine the specific requirements that are fulfilled by geography courses.

# Psychology | Index

## Psychology

**Dennis Rodriguez, Ph.D. | Chair**  
**Weikamp Hall 2119 | (574) 520-4393 |**  
[psychology.iusb.edu](http://psychology.iusb.edu)

### Faculty

Professors | **Bryant, Fujita, McIntosh, Mettetal**  
 Associate Professors | **Borshuk, Hubbard, Ladd, Ritchie, Rodriguez (Chair), Schult**  
 Assistant Professors | **M. Costello, DeBrule, Juricevic**  
 Senior Lecturer | **Talcott**  
 Faculty Emeriti | **R. Gottwald, Long, Mawhinney, Perrin, Scarborough**

### About Psychology

Psychology offers a major in psychology leading to a Bachelor of Arts degree, as well as coursework leading to a minor in psychology. As a scientific endeavor, psychology seeks to understand the basic principles by which organisms adapt their behavior to the changing physical and social environments in which they live. Psychologists apply their understanding of behavior, thought, and emotion to the improvement of the human condition through education, counseling, and therapy. The breadth of modern psychology is reflected in the diversity of courses offered by the department.

### Degree Offered

Bachelor of Arts in Psychology | 4-Year Degree Plan (Sample)

### Minor Offered

Minor in Psychology

### Certificate Offered

Certificate in Behavior Modification (title change pending approval)

### Course Descriptions

Psychology PSY

### Psychology | B.A.

### Bachelor of Arts (B.A.) in Psychology

### 4-Year Degree Plan [Sample]

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | Psychology majors and minors are advised to take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

### Select one of the following:

- PSY-P 103 General Psychology
- PSY-P 106 General Psychology–Honors

### Other requirements |

- PSY-P 211 Methods of Experimental Psychology
- PSY-P 354 Statistical Analysis in Psychology
- PSY-P 403 Nonexperimental Research Methods in Psychology

- PSY-P 459 History and Systems of Psychology

### Select one advanced laboratory:

- PSY-P 420 Advanced Laboratory in Community Psychology
- PSY-P 435 Laboratory: Human Learning and Cognition
- PSY-P 471 Laboratory in Developmental and Social Psychology
- PSY-P 481 Laboratory in Clinical Psychology

- Five additional courses; one from each of the four areas listed below, plus one additional PSY-P course other than PSY-P 205 Understanding Research in Psychology and PSY-P 495 Readings and Research in Psychology.

### Developmental

- PSY-P 216 Life Span Developmental Psychology
- PSY-P 316 Psychology of Childhood and Adolescence
- PSY-P 331 Psychology of Aging

### Social

- PSY-P 320 Social Psychology
- PSY-P 434 Community Psychology

### Personality and Clinical

- PSY-P 319 The Psychology of Personality
- PSY-P 324 Abnormal Psychology

### Cognition, Learning, Neuroscience

- PSY-P 325 The Psychology of Learning
- PSY-P 326 Behavioral Neuroscience
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology

### Recommended Courses

Psychology majors and minors are advised to take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

Coursework in the physical and biological sciences and a sound foundation in mathematics is advised for psychology majors. Students planning graduate work in psychology are encouraged to become involved in faculty and independent research projects and should discuss their plans for graduate school with a faculty advisor as soon as possible.

A minor in cognitive science is available for students interested in topics such as artificial intelligence, philosophy of the mind, computer science, and cognition.

**Note** | PSY-B 190 and PSY-B 399 Human Behavior and Social Institutions do not count toward the psychology major or minor, nor do they substitute for PSY-P 103 General Psychology as a prerequisite for any other psychology courses.

### Psychology | Minor | Certificate Minor in Psychology

### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Notes |**

- Students planning to minor in psychology should consult a departmental advisor for approval of their plans. A minor in psychology requires at least 15 credit hours in psychology.
- Take PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors as soon as possible since it is the prerequisite for all other psychology courses.

**Select one of the following:**

- PSY-P 103 General Psychology
- PSY-P 106 General Psychology–Honors

**Select one of the following:**

- PSY-P 205 Understanding Research in Psychology
  - PSY-P 211 Methods of Experimental Psychology
- 
- Two courses above the 100-level from two different areas (developmental, social, personality and clinical, or cognition, learning, neuroscience), plus one additional PSY-P course other than PSY-P 495 Readings and Research in Psychology.

**Developmental**

- PSY-P 216 Life Span Developmental Psychology
- PSY-P 316 Psychology of Childhood and Adolescence
- PSY-P 331 Psychology of Aging

**Social**

- PSY-P 320 Social Psychology
- PSY-P 434 Community Psychology

**Personality and Clinical**

- PSY-P 319 The Psychology of Personality
- PSY-P 324 Abnormal Psychology

**Cognition, Learning, Neuroscience**

- PSY-P 325 The Psychology of Learning
- PSY-P 326 Behavioral Neuroscience
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology

**Certificate in Behavior Modification**

**Note |** (Title change pending final approval | Formerly Basic Applied Behavior Analysis)

Applied Behavior Analysis (ABA) is a technique frequently used to work with children and adults with behavior issues, ranging from autism to attention deficit hyperactivity disorder (ADHD) to conduct disorders. It is also widely used in schools, health settings, and in business management. The courses in this curriculum provide a foundation in applied behavior analysis as required by the Behavior Analyst Certification Board, Inc.® for the Board Certified Assistant Behavior Analyst (BCaBA) certification.

The Behavior Analyst Certification Board, Inc.® has approved the following course sequence as meeting the coursework requirements for eligibility to take the Board Certified Assistant Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify, including completing an approved internship and

sitting for the BCaBA licensing examination. This Indiana University certificate in basic applied behavior analysis would not cover those requirements.

**Certificate Requirements (12 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- PSY-P 241 Functional Analysis of Behavior 1
- PSY-P 324 Abnormal Psychology
- PSY-P 325 The Psychology of Learning
- PSY-P 430 Behavior Modification

**Admission Requirements**

Admission requirements include 26 credit hours of college-level work with a 2.2 grade point average, proficiency levels of English and mathematics (defined as a grade of C or better in ENG-W 131 Elementary Composition 1 and MATH-M 111 Mathematics in the World or equivalent), and a grade of C or better in PSY-P 103 General Psychology or PSY-P 106 General Psychology–Honors. Students must apply for admission by completing an Applied Behavior Analysis Certificate Enrollment Form and meeting with the program director (department chair unless specified otherwise).

**Academic Standards**

Students must earn a grade of C or higher in any course for which he or she seeks credit within the certificate program. After successfully completing all coursework, students must submit a portfolio documenting their performance in each class to the Basic Applied Behavior Analysis Certificate coordinator (the department chair unless specified otherwise).

**Transfer Credit Hours**

Students may transfer credit hours for PSY-P 324 Abnormal Psychology; but other courses must be completed at IU South Bend.

**Religious Studies | Minor****Religious Studies**

**Warren (J.R.) Shrader, Ph.D. | Coordinator**  
**Weikamp Hall 3287 | (574) 520-4376 |**  
[religiousstudies.iusb.edu](http://religiousstudies.iusb.edu)

**Faculty**

Coordinator | **Shrader**  
 Faculty Advisors | **Hernando, Ladd, Nirei, Ritchie, Zynda**

**Minor Offered**

- Minor in Religious Studies

**About Religious Studies**

Religious Studies is an interdisciplinary program administered by the Religious Studies Committee. By choosing courses judiciously, a student can complete a minor in Religious Studies.

The Religious Studies Program at IU South Bend has the following objectives:

- To facilitate an interdisciplinary approach to the study of religion
- To provide an opportunity to study religion in a systematic way
- To provide evidence for graduate schools (including schools of divinity) of a student's commitment to the study of religion
- To broadly acquaint students with the nature of religion, the main historical traditions of religion, and the roles that religion play in culture and every day life

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### Minor in Religious Studies

#### Notes |

- A grade of C– or higher is required in each of the courses that count toward the minor. A CGPA of at least 2.0 is required for the minor.
- These courses are not offered every academic year. The minor is an interdisciplinary program administered by the Religious Studies Committee. The student must have a faculty advisor (typically the chair of the Religious Studies Committee) approved by the committee.

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### Minor Requirements (15 cr.)

All courses are 3 cr. hours unless otherwise designated.

#### One (1) course on religion in general, for example:

- PHIL-P 371 Philosophy of Religion
- REL-R 160 Religion and American Culture

#### One course on the Judeo-Christian tradition, for example:

- PHIL-P 202 Medieval to Modern Philosophy
- REL-R 152 Jews, Christians, and Muslims
- REL-R 210 Introduction to the Old Testament/ Hebrew Bible
- REL-R 220 Introduction to the New Testament

#### One course on non-Western religion, for example:

- PHIL-P 283 Non-Western Philosophy
- PHIL-P 374 Early Chinese Philosophy
- REL-R 153 Religions of Asia

#### Two additional courses focusing on religion, to be chosen either from the above groups or from courses such as:

- HPSC-X 336 Religion and Science
- PHIL-P 342 Problems of Ethics
- PHIL-P 381 Religion and Human Experience
- REL-R 335 Religion in the United States, 1600-1850
- REL-R 336 Religion in the United States, 1850-Present
- PSY-P 365 Psychology of Religion
- SOC-S 313 Religion and Society

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### Sociology | B.A. | Minor

#### Bachelor of Arts (B.A.) in Sociology

4-Year Degree Plan (Sample)

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#### About the B.A. in Sociology

The sociology major is intended to introduce students to the intellectual and methodological perspectives and practices in the discipline. The program is designed to

prepare students for immediate entry into the workplace or to pursue further study in a master's or Ph.D. program.

**Note |** All majors are strongly encouraged to fulfill the core requirements prior to pursuing other upper-level courses in the department.

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### Core Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

- SOC-S 161 Principles of Sociology
- SOC-S 348 Introduction to Sociological Theory
- SOC-S 349 Topics in Contemporary Social Theory
- SOC-S 351 Social Statistics
- SOC-S 353 Qualitative Research Methods
- SOC-S 354 Quantitative Research Methods
- Five additional courses in sociology, including two 400-level seminars and not more than one at the 100-level. The internship course, SOC-S 494 Field Experience in Sociology, may be counted as one of the 400-level seminars.

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### Minor in Sociology

#### About the Minor in Sociology

Students majoring in a field other than sociology may complete a minor in sociology. Students interested in pursuing such a minor should consult with the department chair before completing three courses in the program.

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### Course Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

Five courses, including at least one seminar at the 400-level, chosen from within the departmental listings, with the approval of the departmental chair, according to the following specifications:

- SOC-S 161 Principles of Sociology

#### Select one of the following:

- SOC-S 351 Social Statistics
- SOC-S 353 Qualitative Research Methods
- SOC-S 354 Quantitative Research Methods

#### Select one of the following:

- SOC-S 348 Introduction to Sociological Theory
  - SOC-S 349 Topics in Contemporary Social Theory
  - Two additional sociology courses at the 200-level or above. One of these must be a 400-level seminar or SOC-S 494 Field Experience in Sociology.
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# Sociology and Anthropology | Index

## Sociology and Anthropology

**James M. VanderVeen, Ph.D. | Chair**  
**Wiekamp Hall 2288 | (574) 520-5509 | [socanth.iusb.edu](http://socanth.iusb.edu)**

### Faculty

Professors | **Keen, Lucal, Sernau, Torstrick**  
 Associate Professors | **McGuire, VanderVeen (Chair)**  
 Assistant Professors | **Blouin, K. James, Randall, Wells**  
 Faculty Emeriti | **Brandewie, Fritschner**

### About the Department of Sociology and Anthropology

The Department of Sociology and Anthropology at IU South Bend is dedicated to fostering a critical understanding of social and cultural diversity. The faculty is committed to excellence in teaching, scholarly and professional creativity, and campus and community service.

The department prepares students to be active contributors to their communities, and to live fruitful lives as informed citizens of a global society. Through their training in theoretical analysis and research methods, students gain a solid basis for pursuing careers in law, social work, business, public administration, and many human services professions. They are also well equipped to pursue graduate study in sociology or anthropology in preparation for careers in teaching, administration, and research.

### Undergraduate Degrees Offered

- Bachelor of Arts in Anthropology | 4-Year Degree Plan (Sample)
- Bachelor of Arts in Sociology | 4-Year Degree Plan (Sample)

### Minors Offered

- Minor in Anthropology
- Minor in Sociology

### Certificate Offered

- Certificate in Social and Cultural Diversity

### Course Descriptions

Anthropology ANTH | Sociology SOC

### Anthropology | B.A. Bachelor of Arts (B.A.) in Anthropology

#### 4-Year Degree Plan [Sample]

#### About the B.A. in Anthropology |

Anthropology requires that its practitioners experience what it means to be human in different cultures, as well as to develop a new awareness and understanding of their own. It promotes a critical perspective about ourselves, our societies, and our relationship with other societies within the broader global framework. Through exploration of how other peoples and cultures from the past and present handle common human problems such as providing subsistence, creating families, maintaining social order, etc., the study of anthropology enhances our appreciation of the diversity of possible solutions to our own problems as well as more global concerns.

### Course Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ANTH-E 105 Culture and Society
- ANTH-A 360 Development of Anthropological Thought
- One 400-level seminar in anthropology

#### Select one of the following:

- ANTH-A 105 Human Origins and Prehistory
- ANTH-N 190 The Natural World  
VT: Becoming Human

#### Select one of the following:

- ANTH-A 314 Qualitative Research Methods
- ANTH-A 315 Quantitative Research Methods
- SOC-S 351 Social Statistics

#### Select three of the following:

- ANTH-B 300 Fundamentals of Bioanthropology
- ANTH-E 304 Fundamentals of Sociocultural Anthropology
- ANTH-L 300 Culture and Language
- ANTH-P 304 Fundamentals of Archaeological Anthropology

### Anthropology Electives (9 cr.)

At least 15 credits for the major must be at the 300-level or higher.

### Anthropology | Minor Minor in Anthropology

All courses are 3 credit hours, unless otherwise designated.

Five courses chosen from within the anthropology listings, with the approval of the departmental chair, according to the following specifications:

- ANTH-E 105 Culture and Society

#### Select one of the following:

- ANTH-A 105 Human Origins and Prehistory
- ANTH-N 190 The Natural World  
VT: Becoming Human

#### Select one of the following:

- ANTH-A 314 Qualitative Research Methods
- ANTH-A 315 Quantitative Research Methods
- SOC-S 351 Social Statistics

#### Select one of the following:

- ANTH-A 360 Development of Anthropologic Thought
- ANTH-B 300 Fundamentals of Bioanthropology
- ANTH-E 304 Fundamentals of Sociocultural Anthropology
- ANTH-L 300 Culture and Language
- ANTH-P 304 Fundamentals of Archaeological Anthropology
- One additional anthropology course at the 300- or 400-level, chosen from an approved course list or approved by an anthropology advisor.

## Anthropology | Certificate

### Certificate in Social and Cultural Diversity

To prepare students to live in the global village and to be successful in the increasingly diverse workplace, the Department of Sociology and Anthropology offers a Certificate in Social and Cultural Diversity.

The curriculum is designed to take advantage of the core strengths of the disciplines of sociology and anthropology, and of our faculty, to offer focused study of race, class, culture, gender, and sexuality; all fundamental factors that contribute to social and cultural diversity within and between societies.

#### Course Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ANTH-E 105 Culture and Society

#### Core Courses

Select two of the following:

- ANTH-E 391 Women in Developing Countries; or
- SOC-S 310 The Sociology of Women in America; or
- SOC-S 338 Gender Roles; or
- WGS-W 302 Topics in Gender Studies  
VT: Men and Masculinities
- SOC-S 164 Marital Relations and Sexuality
- SOC-S 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations

#### Culture Courses

Select one of the following:

- ANTH-E 300 Culture Areas and Ethnic Groups  
VT: People and Cultures of Latin America
- ANTH-E 310 Introduction to the Cultures of Africa
- ANTH-E 397 Peoples and Cultures of the Middle East
- SOC-S 362 World Societies and Cultures

#### Capstone Courses

One approved 400-level capstone course such as:

- ANTH-A 460 Topics in Anthropology  
VT: Archaeology of Ethnicity  
VT: Diversity and Conflict
- ANTH-E 402 Gender in Cross-Cultural Perspective
- SOC-S 410 Advanced Topics in Social Organization  
VT: Transgender Studies  
VT: Sociology of Culture, Race, and Civil Rights
- SOC-S 422 Constructing Sexuality
- SOC-S 460 Topics in Non-Western Cultures  
VT: Gender and Work in the Global Economy  
VT: International Inequalities

## Sustainability Studies | Index

### Sustainability Studies

**Mike Keen, Ph.D. | Director**  
**Center for a Sustainable Future | (574) 520-4429 |**  
[csfuture@iusb.edu](mailto:csfuture@iusb.edu) | [sustainthefuture.iusb.edu](http://sustainthefuture.iusb.edu)

## Faculty

Director | **Keen**

Assistant Director | **Bailey**

Affiliated Faculty/Staff | **Ananth, Feighery, Hieronymus, Hinnefeld, Lavalley, Lidinsky, Marr, Nilsen, Quimby, Saksena, Schnabel, Scott, Sernau, Shockey, K. Smith, Sofhauser, Tetzlaff, Vollrath, Wells, Zwicker**

#### About Sustainability Studies

Global climate change and environmental degradation offer both new challenges and opportunities as government, businesses, and the public look for solutions. The Sustainability Studies Program is carefully designed to help students understand and respond to these complicated issues and to lead the way in the creation of a sustainable future, while preparing them for the new jobs of the emerging green economy.

Sustainability is generally characterized as meeting the needs of the present without compromising the ability of future generations to meet their own needs. It requires the integration of natural scientific understanding of the threat of environmental degradation with social and behavioral scientific understanding of the social, economic, cultural and political factors driving the human contributions to the problem, as well as to its solution. It also draws upon the historical perspective, ethical sensibilities, and creative imagination of the arts and humanities to help understand what led us to this point, and to map out alternative futures.

The Sustainability Studies Program provides an interdisciplinary framework within which students can study the foundations of sustainability and learn how to apply this knowledge to the development and implementation of sustainable values, innovations, practices, and technologies, in our homes, in business, on campus, and in our communities. It emphasizes connections between environment, economy, and society; and builds a community of faculty and students committed to tackling the complex socio-environmental problems confronting our communities and the world. In addition to the traditional classroom, sustainability studies bridges the gap between campus and community through civic engagement and experiential, project-based, and service learning.

#### Minor Offered

Minor in Sustainability Studies

#### Course Descriptions

Sustainability Studies SUST

#### Sustainability Studies | Minor

#### Minor in Sustainability Studies

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

Fifteen credit hours, at least 9 of which must be taken at the 200-level or above. In some cases, special topics courses, internships, independent studies, or other courses not listed below may qualify to count toward the minor based on the approval of the director of the minor in sustainability studies. Students interested in completing

the minor should consult the director prior to completing three courses in the program.

### Core Course

- SUST-S 201 Foundations of Sustainability

### Electives (9 cr.)

Choose one course from each of the areas below, plus one additional course from either area. Only one course may be taken per discipline. No more than 6 credit hours at the 100-level.

#### Science and Technology of Sustainability

- BIOL-N 390 The Natural World  
VT: Environmental Biology (Biology majors may substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology)
- CHEM-N 190 The Natural World  
VT: Chemistry and Our Environment
- ECET 499 Electric Vehicle Design and Fabrication (Purdue University College of Technology)
- GEOL-G 111 Physical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 451 Principles of Hydrogeology
- PHYS-N 190 The Natural World  
VT: Energy in the Twenty-First Century
- TECH 199 Introduction to Energy (Ourdue University College of Technology)

#### Social, Cultural, and Economic Foundations of Sustainability

- BUS-J 404 Business and Society
- FINA-A 190 Art, Aesthetics, and Creativity  
VT: Exploring the City
- FINA-A 399 Art, Aesthetics, and Creativity  
VT: The Modern City
- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 315 Environmental Geography
- GEOG-G 320 Population Geography
- HIST-T 190 Literary and Intellectual Traditions  
VT: History of United States Environmental Movements
- HPER-N 220 Nutrition for Health
- INTL-I 490 International Studies Capstone Seminar
- NURS-B 108 Personal Health and Wellness (1 cr.)
- NURS-K 301 Complementary Health Therapies
- NURS-K 401 Integrative Health
- PHIL-P 383 Topics in Philosophy  
VT: Philosophical Topics in Evolution
- PHIL-T 390 Literary and Intellectual Traditions  
VT: Nature and Modernity
- POLS-Y 115 Environment and People
- SOC-B 399 Human Behavior and Social Institutions  
VT: Sustainable Communities
- SOC-S 306 Urban Society
- SOC-S 410 Advanced Topics in Social Organization \*
- WGS-T 390 Literary and Intellectual Traditions  
VT: Women and Sustainability

### Capstone

Select one of the following:

- SUST-S 490 Sustainability Practicum

- SUST-S 491 Internship in Sustainability

### Women's and Gender Studies | B.A. Bachelor of Arts (B.A.) in Women's and Gender Studies

#### 4-Year Degree Plan (Sample)

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated

#### Course Requirements (30 cr.)

##### Core Courses for the Major (18 cr.)

- WGS-W 100 Gender Studies
- WGS-W 299 Research Methods in Women's Studies
- WGS-W 301 International Perspectives on Women
- WGS-W 360 Feminist Theory
- WGS-W 402 Seminar in Gender Studies (or an approved alternative)
- WGS-W 480 Women's Studies Practicum

#### Electives for the Major (12 cr.)

- One WGS joint-listed course in the humanities or arts
- One WGS joint-listed course in the social or biological sciences
- One additional elective from WGS core or joint-listed courses
- One additional elective from WGS cross-listed, core, or joint-listed courses

At least 15 credit hours must be taken at the 300-level or above

## Women's and Gender Studies

### Women's and Gender Studies

April Lidinsky, Ph.D. | Director  
Wiekamp Hall 2155 | (574) 520-4122 | [wgs.iusb.edu](http://wgs.iusb.edu)

#### Faculty

Associate Professors | Borshuk, Lidinsky (Director)  
Assistant Professor | Gerken  
Faculty Emerita | McNeal-Dolan

#### About Women's and Gender Studies

Women's and Gender Studies provides students a coherent, but flexible, program of study examining scholarship and theory on the history, status, contributions, and experiences of women and men in diverse cultural communities.

The interdisciplinary perspective of the field expands our intellectual vision and our capacity to resolve problems. The Women's and Gender Studies Program is committed to an expanding recognition of the impact and strength of difference and diversity in people's lives.

The Women's and Gender Studies major, minor, and four-year degree programs enable students to analyze how gender, in its dynamic interrelationship with race and class, has shaped and given meaning to people's lives.

The Women's and Gender Studies Program is administered by the director and the Women's Studies Governing Board. The following faculty serve on the

Women's Studies Governing Board: Bennion, Borshuk, Budd, Colanese, L. Collins, Gerken, S. Joyce, Lidinsky, Lucal, McGuire, Roth, Rusnock, Sage, L. Walker, and Zwicker.

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### Undergraduate Degree Offered

B.A. Women's and Gender Studies | 4-Year Degree Plan (Sample)

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### Minor Offered

Minor in Women's and Gender Studies

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### Course Descriptions

Women's and Gender Studies WGS (formerly WOST)

### Women's and Gender Studies | Minor Minor in Women's and Gender Studies

### Course Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

### Core Courses (9 cr.)

- WGS-W 100 Gender Studies
- WGS-W 301 International Perspectives on Women

### Select one of the following:

- WGS-W 299 Research Methods in Women's Studies
- WGS-W 360 Feminist Theory

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### Electives (6 cr.)

- One additional course from WGS core or joint-listed courses
- One additional course from WGS cross-listed, core, or joint-listed courses

### World Language Studies | Information World Language Studies

The Department of World Language Studies (WLS) offers courses in French, German, Japanese, and Spanish and a major and minor in French, German, and Spanish. The department is committed to preparing students for the complex, multicultural, and transnational environment of life and work. Students are encouraged to consider taking a minor in a foreign language as a complement to their major in another discipline, remembering that a minor is now a College of Liberal Arts and Sciences requirement. Students may pursue, in addition to WLS, the Certificate in International Studies, or a minor in an interdisciplinary program at IU South Bend, such as Latin American/Latino Studies, European Studies, or Film Studies. Contact an advisor in the department for further information.

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### Language Requirement

The study of languages other than English is essential to understand and appreciate our global community. In recognition of this fact, the College of Liberal Arts and Sciences requires that its Bachelor of Arts majors attain an intermediate-level proficiency in a second language

This requirement can be met in one of three ways:

- Successful completion of a fourth-semester language course designated in the IU South Bend Schedule of Classes as 204. (204 is the last class in a four-semester sequence: 101, 102, 203, and 204)

- Successful completion of a 300- or 400-level course in which the primary instruction is in a language other than English.
- Formal training, as evidenced by a secondary or university diploma, in a language other than English.

Students pursuing a Bachelor of Science degree should consult with their major department to determine the language requirement. Students from other academic programs on campus may take world language courses as electives and may earn world language credits by placement examination or advanced course placement as described below.

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### Placement

Students with no prior foreign language experience should enroll in 101; students with one to two years of foreign language study in high school should enroll in 102; students with three or more years of foreign language study should enroll in 203 and consider taking the placement examination. Students with three or more years of foreign language study also may qualify to register for upper-level courses in the department. To determine placement in department courses, students take a department placement examination.

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### Credits by Examination for Prior Language Study

The Department of World Language Studies offers a placement examination in French, German, Japanese, and Spanish to:

- Determine in which semester a student should enroll
- Qualify for special credit by examination

Students may earn up to 6 credit hours for testing out of any two of these language classes: 101, 102, 203, or 204. If a student tests into and completes a 300- or 400-level course with a grade of B or higher, he or she is eligible to receive 6 additional credit hours for 203 and 204 which appear as 298 on the transcript. Placement examinations are offered frequently; contact the department for exact times and dates.

In addition to credit earned by placement examinations, students may arrange for credit by examination in other department courses at the 300- or 400-level by contacting the department chair. Students should consult with their major advisor to determine the limit on the number of credit hours that may be earned by such examinations. More detailed information on credit by examination is available from the department.

---

### Transfer Students

Students transferring to IU South Bend from other institutions should consult the placement policies above and the department chair for advising.

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### International Students

International students may be exempt from the liberal arts and sciences world languages requirement by demonstrating formal proficiency, as evidenced by a secondary or university diploma, in their native language. They may earn credit by examination if the language is offered for instruction at IU South Bend. International students majoring in their native language are required to take a minimum of 18 credit hours in world languages, of which at least 9 must be at the 400-level (6 credit hours in literature courses).

## World Language Studies | B.A. Bachelor of Arts (B.A.)

**Note** | First-year world language courses (101-102) do not count toward the major.

### Bachelor of Arts in French

4-Year Degree Plan (Sample)

#### Course Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- FREN-F 305 Chefs-d'œuvre de la Literature French 1
- FREN-F 306 Chefs-d'œuvre de la Literature French 2
- FREN-F 313 Advanced Grammar and Composition 1
- FREN-F 363 Introduction à la France Moderne
- FREN-F 480 French Conversation
- One additional course at the 300-level
- Three additional courses at the 400-level

### Bachelor of Arts in German

4-Year Degree Plan (Sample)

#### Course Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

- GER-G 203 Second-Year German 1
- GER-G 204 Second-Year German 2
- GER-G 305 Introduction to German Literature-Types
- GER-G 306 Introduction to German Literature-Themes
- GER-G 313 Writing German 1
- GER-G 314 Writing German 2
- GER-G 363 Introduction to German Cultural History
- GER-G 465 Structure of German
- One additional course above the 200-level
- Two additional courses at the 400-level, including at least one literature course

### Bachelor of Arts in Spanish

4-Year Degree Plan (Sample)

#### Course Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

- SPAN-S 204 Second Year Spanish 2
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 302 The Hispanic World 2
- SPAN-S 313 Writing Spanish 1
- SPAN-S 314 Writing Spanish 2

#### Select one of the following:

- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 325 Spanish for Teachers

#### Select one of the following:

- SPAN-S 305 Masterpieces of Spanish Literature 1

- SPAN-S 306 Masterpieces of Spanish Literature 2

#### Select one of the following:

- SPAN-S 303 The Hispanic World
- SPAN-S 363 Introducción a la Cultura Hispánica
- Complete three additional courses at the 400-level

### Teaching

Students wishing to be certified to teach world languages should consult with the School of Education.

### World Language Studies | Minor Minor in a World Language

**Note** | First-year world language courses do not count toward the minor.

#### Minor in French (18 cr.)

##### Course Requirements

All courses are 3 credit hours, unless otherwise designated.

- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- FREN-F 313 Advanced Grammar and Composition 1
- FREN-F 363 Introduction à la France Moderne

#### Select one of the following:

- FREN-F 305 Chefs-d'œuvre de la Literature French 1
- FREN-F 306 Chefs-d'œuvre de la Literature French 2
- One additional course at the 300- or 400-level

#### Minor in German (18 cr.)

##### Course Requirements

All courses are 3 credit hours, unless otherwise designated.

- GER-G 203 Second-Year German 1
- GER-G 204 Second-Year German 2
- GER-G 363 Introduction to German Cultural History

#### Select one of the following:

- GER-G 305 Introduction to German Literature-Types
- GER-G 306 Introduction to German Literature-Themes

#### Select one of the following:

- GER-G 313 Writing German 1
- GER-G 314 Writing German 2
- One additional course at the 300- or 400-level

#### Minor in Spanish (18 cr.)

##### Course Requirements

All courses are 3 credit hours, unless otherwise designated.

- SPAN-S 203 Second Year Spanish 1
- SPAN-S 204 Second Year Spanish 2
- SPAN-S 275 Hispanic Culture and Conversation

- SPAN-S 313 Writing Spanish 1

### Select two of the following:

- SPAN-S 302 The Hispanic World 2
- SPAN-S 303 The Hispanic World
- SPAN-S 305 Masterpieces of Spanish Literature 1
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 314 Writing Spanish 2
- SPAN-S 317 Spanish Conversation and Diction
- SPAN-S 325 Spanish for Teachers
- SPAN-S 363 Introducción a la Cultura Hispánica
- Any SPAN-S 400 level course

### World Culture Studies

All courses are 3 credit hours, unless otherwise designated.

The department may also offer courses taught in English that meet general-education requirements. Consult the department to see when these courses may be offered.

### All courses taught in English.

- CMLT-T 190 Literary and Intellectual Traditions VT: A Short History of Love
- GER-G 277 Women in German Culture: 1750–Present
- LTAM-L 400 Contemporary Mexico
- LTAM-L 425 Special Topics in Latin American Studies
- SPAN-S 284 Women in Hispanic Culture
- CMLT-T 390 Literary and Intellectual Traditions
- ENG-W 250 Writing in Context

**Study Abroad:** Becoming Modern, 1666-1870 (London and Paris) [includes 6 credit hours for two required courses that are designated when the study abroad experience is offered] (6 cr.)

## World Language Studies | Index

### World Language Studies

**Oscar Barrau, Ph.D. | Chair**  
**Wiekamp Hall 3115 | (574) 520-4332 |**  
[languages.iusb.edu](http://languages.iusb.edu)

### Faculty

Professors | **Guillaume, L. Walker**  
 Associate Professors | **Barrau (Chair), Fong-Morgan, Hernando**  
 Assistant Professor | **Luppes**  
 Senior Lecturers | **J. Davis, Green**  
 Lecturer | **Hebert, Ramis**  
 Faculty Emeriti | **Beardsley, Brown, de la Torre, Febres, Poinsette**

### Undergraduate Degrees

- Bachelor of Arts in | French | iGerman | Spanish

### 4-Year Degree Plans (Sample)

- Bachelor of Arts in | French | German | Spanish

### Minors Offered

- Minor in a World Language | French | German | Spanish

### Course Descriptions

French FREN | German GER | Spanish SPAN

### Index

- Language Requirement
- Placement
- Credits by Examination for Prior Language Study
- Transfer Students
- International Students
- World Culture Studies
- Teaching

## Supplemental and Preprofessional Programs

### Supplemental and Preprofessional Programs

#### Dentistry

A student is eligible for admission to the Indiana University School of Dentistry upon receipt of a bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Dentistry have a bachelor's degree). A student who plans to apply to dental school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

All courses are 3 credit hours, unless otherwise designated.

#### Biological Sciences (20 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

#### Chemistry (21 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

#### English (3 cr.)

- ENG-W 131 Elementary Composition 1

#### Physics (10 cr.)

Select one of the following sequences:

#### Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)

- PHYS-P 202 General Physics 2 (5 cr.)

### Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### Social Sciences (3 cr.)

- PSY-P 103 General Psychology

### Speech (3 cr.)

- SPCH-S 121 Public Speaking

In addition, courses in business administration, genetics, histology, and medical terminology are strongly recommended but not required.

All required predoctoral courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in predoctoral coursework at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The School of Dentistry sets admission and degree requirements. Students seeking admission should contact:

Committee on Admission | School of Dentistry | Room 105 | 1121 W. Michigan Street | Indianapolis, Indiana 46202-5211

### Engineering

(All courses are 3 credit hours, unless otherwise designated.)

Students interested in pursuing an engineering degree can begin their studies at IU South Bend in the Department of Physics and Astronomy. The department has dual-degree arrangements with engineering departments at other institutions, under which students can earn both a Bachelor of Science in Physics from IU South Bend and a Bachelor of Science in Engineering from the partnering institution, following at least three years of study at IU South Bend and two years of study at the partnering institution. More information about these 3/2 dual-degree arrangements can be found in the Physics and Astronomy section of the listing of undergraduate programs in the College of Liberal Arts and Sciences.

Students interested in transferring to an engineering degree program without pursuing a physics degree from IU South Bend should consult the admissions office at the institution to which they hope to transfer.

While specific requirements for transfer admission vary by institution, the courses listed below are required in most engineering degree programs. Specifically, they are required of students transferring into one of the professional engineering schools at the West Lafayette campus of Purdue University.

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- ENG-W 131 Elementary Composition 1
- MATH-M 215 Calculus I (5 cr.)

- MATH-M 216 Calculus II (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- SPCH-S 121 Public Speaking

A limited number of courses in the social and behavioral sciences or in the arts and humanities can generally also be applied toward the requirements of an engineering degree program.

Students interested in taking coursework in engineering at IU South Bend should contact the faculty advisor, Monika Lynker, in physics and astronomy soon after admission to IU South Bend to discuss an appropriate degree program.

### Law

In the United States, students apply for law school admission after they have received a four-year bachelor's degree (either a B.A. or B.S.) in a major of their choice. Following diverse paths to prepare themselves for law school, successful students come from all walks of life with diverse experiences and different courses of study. Students attend law school for three to four years and, when they complete their studies, most earn a juris doctor (J.D.) degree and then take a written bar examination in the state(s) or regions(s) in which they wish to practice law.

Some common undergraduate degrees of students currently in law schools are political science, history, English, philosophy, psychology, criminal justice, and business. Many IU South Bend students also take a certificate or minor in paralegal studies, which further prepares them for law school admission and the legal profession. These, and many other majors and minors, help develop students' analytical and communication skills, including critical thinking, reasoning, writing and oral communication—all important skills for success in law school.

To be admitted to law school, students must have a strong undergraduate cumulative grade point average and an acceptable score on the Law School Admissions Test (LSAT). The very best schools will only accept the top students.

Indiana University has two law schools: Indiana University School of Law-Bloomington and Indiana University School of Law-Indianapolis; each has its own admissions requirements. Application forms for admission are available at:

Office of Admissions | Indiana University School of Law-Bloomington | 211 S. Indiana Avenue | Bloomington, Indiana 47405-7001

Office of Admissions | Indiana University School of Law-Indianapolis | 735 West New York Street | Indianapolis, Indiana 46202-5222

Students interested in law school should obtain additional information about law schools from the Pre-Law Handbook published by Bobbs-Merrill and prepared by the Association of American Law Schools and the Law School Admission Test Council.

For pre-law advising, student should call the Department of Political Science to make an appointment.

## Medicine

(All courses are 3 credit hours, unless otherwise designated.)

A student is eligible for admission to the Indiana University School of Medicine upon receipt of a bachelor's degree (or in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to the School of Medicine have a bachelor's degree). A student who plans to apply to medical school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

### Biology (10 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

### Biology Courses Strongly Recommended |

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology

### Select from the following two options:

#### Option 1

- BIOL-L 308 Organismal Physiology (5 cr.)

#### Option 2

- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

### Chemistry (20 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)

### Physics (10 cr.)

Select one of the following sequences:

#### Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

#### Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

All required premedicine courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in premedical coursework at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The Indiana University School of Medicine sets admission and degree requirements. Students seeking admission should contact:

Indiana University School of Medicine | Office of Admissions | 1120 South Drive | Fesler Hall 213 | Indianapolis, Indiana 46202-5113

## Optometry

(All courses are 3 credit hours, unless otherwise designated.)

A student is eligible for admission to the Indiana University School of Optometry upon receipt of a bachelor's degree. A student who plans to apply to optometry school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

### Biology (31 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 312 Cell Biology
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

### Chemistry (21 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism
- CHEM-C 486 Biological Chemistry Laboratory (2 cr.)

### English (6 cr.)

- ENG-W 131 Elementary Composition 1
- ENG-W 231 Professional Writing Skills

### Mathematics (5 cr.)

- MATH-M 215 Calculus I (5 cr.)

### Physics (10 cr.)

Select one of the following sequences:

#### Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

#### Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### Psychology (3 cr.)

- PSY-P 103 General Psychology

### Statistics (3 cr.)

- One course in statistics

### Arts and Humanities (6 cr.)

- At least two courses

### World Languages (6 cr.)

- Two semesters, by completion of appropriate courses or by placement examination

### Social and Behavioral Sciences (6 cr.)

- At least two courses; an upper-level psychology course is recommended

All required preoptometry courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preoptometry coursework at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

The Indiana University School of Optometry sets admission and degree requirements. Students seeking admission should contact:

Office of Student Affairs | School of Optometry | Indiana University | 800 E. Atwater Avenue | Bloomington, Indiana 47405-3680

### Pharmacy

(All courses are 3 credit hours, unless otherwise designated.)

Indiana University does not offer a degree in pharmacy; however, a student may complete prepharmacy requirements at IU South Bend prior to applying for admission to the Purdue University School of Pharmacy and Pharmaceutical Sciences or any other pharmacy school.

A student may be admitted to the Purdue University School of Pharmacy upon completion of the following courses, with or without a bachelor's degree:

### Biological Sciences (31 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 321 Principles of Immunology
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (5 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (5 cr.)

### Chemistry (23 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

### Economics (3 cr.)

#### Select one of the following:

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

### English (6 cr.)

- ENG-W 131 Elementary Composition 1
- ENG-W 231 Professional Writing Skills

### Mathematics (13 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

#### Select one of the following:

- BIOL-L 220 Biostatistics
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-K 310 Statistical Techniques

### Physics (5 cr.)

#### Select one of the following:

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)

All required prepharmacy courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in prepharmacy coursework at IU South Bend should contact the advisor Ann Grens, biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

Purdue University School of Pharmacy and Pharmaceutical Sciences sets admission and degree requirements. Students seeking admission should contact:

Office of Student Services | Robert E. Heine Pharmacy Building | Purdue University | 575 Stadium Mall Drive | West Lafayette, Indiana 47907-2091

Additional information about pharmacy school can be obtained from:

American Association of Colleges of Pharmacy | 1426 Prince Street | Alexandria, Virginia 22314-2815

### Veterinary Medicine

(All courses are 3 credit hours, unless otherwise designated.)

Indiana University does not offer a degree in veterinary medicine; however, a student may complete preveterinary requirements at IU South Bend prior to applying for admission to the Purdue University Veterinary School or any other veterinary school. A student is eligible for admission to veterinary school upon receipt of a

bachelor's degree (or, in exceptional cases, completion of 90 credit hours of university-level courses; however, nearly all students admitted to veterinary school have a bachelor's degree). A student who plans to apply to veterinary school may earn his or her bachelor's degree in any major, but must complete the following courses prior to admission:

### Biology (21 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

### Chemistry (23 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 Lectures 1
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

### English (6 cr.)

- ENG-W 131 Elementary Composition 1
- ENG-W 231 Professional Writing Skills

### Mathematics (10 cr.)

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

### Physics (10 cr.)

Select one of the following sequences:

#### Sequence 1

- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

#### Sequence 2

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

### Speech (3 cr.)

- SPCH-S 121 Public Speaking

### Statistics (3 cr.)

- One course in statistics

### Electives (9 cr.)

- Three courses in the humanities or social sciences (ECON-E 104 Introduction to Macroeconomics is recommended)

All required preveterinary courses must have letter grades; no courses taken on a Pass/Fail basis are accepted. Students interested in preveterinary coursework at IU South Bend should contact the advisor Ann Grens,

biological sciences, soon after admission to IU South Bend to discuss an appropriate degree program. Send e-mail to [agrens@iusb.edu](mailto:agrens@iusb.edu) or call (574) 520-4426.

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### Secondary Teachers' Certificates

With careful planning, a student may earn a standard teacher's certificate while working for a bachelor's degree in the College of Liberal Arts and Sciences. For details, see School of Education in this publication.

### Master of Liberal Studies | M.L.S. Master of Liberal Studies (M.L.S.) (34 cr.)

**Joseph R. Chaney, Ph.D. | Program Director**  
**Wiekamp Hall 3169 | (574) 520-43870 | [mls.iusb.edu](http://mls.iusb.edu)**

#### General Information

The Master of Liberal Studies (M.L.S.) degree program in the College of Liberal Arts and Sciences provides opportunities for students to engage their curiosity in an intellectual exploration of the world of ideas. But the rewards of the pursuit of knowledge go beyond intellectual satisfaction. Students gain a refreshed approach to an enriched personal and professional life through a program that reinvigorates curiosity and creativity. They gain fresh perspectives and the critical thinking, analytical, and communication skills so valued in today's workplace.

Students begin with an introduction to graduate liberal studies and interdisciplinary methodology, then enroll in at least three core seminars in the humanities, the sciences, and the social sciences. Seminars combine detailed study of a particular topic with a broad interdisciplinary examination of ways of understanding. The M.L.S. degree program draws on faculty with diverse expertise to explore topics through an interdisciplinary approach.

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#### Admission Requirements

Students are admitted to the M.L.S. degree program by the graduate liberal studies faculty of the College of Liberal Arts and Sciences. To be considered for admission, students must hold a bachelor's degree from an accredited institution and must have obtained an undergraduate GPA of at least 3.0.

A student whose native language is not English must have a minimum TOEFL score of 560 (standard grading) or 220 (computer graded). The recommended TOEFL score is 600 (standard grading) or 250 (computer graded).

Exceptions to these requirements may be made at the discretion of the graduate liberal studies faculty. M.L.S. faculty consist of Ananth, Chaney, Feighery, Lidinsky, Lucal, Marr, Nair, Scheessele, S.R. Sernau, K. Smith, Torstrick, and Wells.

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#### Application Deadlines

Students may be admitted to the M.L.S. degree program to begin in either the fall or spring semesters. All admission decisions are made by the graduate liberal studies faculty. The Admissions Committee meets to review applications three times each year. The deadlines for submitting completed applications for review by the committee are as follows:

- Early admission, fall semester | March 31
- Final admission, fall semester | August 1
- Admission, spring semester | October 31

Students wishing to enter in the fall are strongly encouraged to submit their materials by the March 31 early admission deadline to assure an opening in the program. Students are also advised to provide reference letter writers at least two to four weeks notice so their letters arrive prior to the deadline. Applications that are not completed by a given deadline are not considered until the next deadline and may cause a delay in admissions by one semester. Completed applications include the following:

- Application for admission, [graduate.iusb.edu](http://graduate.iusb.edu)
- Personal essay
- Three letters of reference
- Transcripts of all previous undergraduate study
- Application fee

All students wishing to enter the program should contact the director prior to submitting an application.

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### Academic Curriculum (34 cr.)

All courses are 3 credit hours, unless otherwise designated.

After successfully completing the introductory proseminar, the core seminars, and the electives, students select from one of two capstone options to complete their M.L.S. degree.

### Proseminar and Core Seminars (13 cr.)

- COAS-Q 510 Topics in Information Literacy (1 cr.)
- LBST-D 510 Introduction to Graduate Liberal Studies
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

Each of the core seminars combines detailed study of particular topics with broad interdisciplinary perspectives. These courses give students the opportunity to explore the connections that exist among the diverse disciplines and perspectives that define contemporary knowledge.

### Electives (12 cr.)

- LBST-D 511 Master of Liberal Studies Humanities Elective
- LBST-D 512 Master of Liberal Studies Social Science Elective
- LBST-D 513 Master of Liberal Studies Science Elective
- LBST-D 514 Study Abroad
- LBST-D 594 Liberal Studies Directed Readings\*
- LBST-D 596 Liberal Studies Independent Research\*

Electives offer students a wide variety of choices with which to create programs of study suited to their individual interests. These elective courses may be selected to build support and background for the graduate project, or to enable students to more ably participate in the public intellectual, artistic, and cultural life of their communities. In addition to the above, students may also repeat core seminars (each may be taken up to two more times under a different topic); and/or take graduate courses from other IU South Bend departments, divisions, and schools.

### Capstone Experience (9 cr.)

To complete the degree, students choose one of the following options.

### Independent Research/Creative Activity Option

The Independent Research/Creative Activity option offers students the opportunity to work closely with a faculty committee and to complete a final project designed around their unique interests. The graduate project is an independent scholarly or creative enterprise in which the student demonstrates mastery of a specific topic. Examples include: a thesis, a collection of poems or short stories, a translation of a work of literature, or an artistic composition or performance. To enter this track students must successfully complete a project proposal.

- LBST-D 601 Graduate Project Proposal Seminar
- LBST-D 602 Graduate Project (6 cr.)

### Public Intellectual Option

The Public Intellectual option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genre through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the M.L.S. degree.

- LBST-D 600 Public Intellectual Practicum

### Select two of the following:

- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

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### Transfer Credit Hours

Applicants may request transfer of up to 6 credit hours of graduate elective credits from another accredited college or university. A written request must be sent to the director along with a copy of transcripts from the originating institution. Students may also request that up to 9 credit hours of graduate elective credit taken at an Indiana University campus be counted towards elective requirements. Again, a written request must be sent to the director identifying the specific course and describing how they contribute to the Master of Liberal Studies.

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### Academic Regulations

Students must have their programs of study approved by the M.L.S. program director. Students may take up to 9 credit hours of electives in a single academic program.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B– (2.7) is counted toward the degree. Students are required to retain good academic standing, i.e., to maintain a GPA of at least 3.0. Failure to maintain good standing may result in dismissal from the program.

Other academic regulations and policies are established by the M.L.S. faculty of the College of Liberal Arts and Sciences. Students should consult the M.L.S. program director for further information.

## Graduate Programs | Index

### Graduate Admission and Retention

Linda Chen, Ph.D. | Assistant Vice President for Academic Affairs  
Administration 166X | (574) 520-4839 | [graduate.iusb.edu](http://graduate.iusb.edu)

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## Index

- Graduate Degree Listing
- Graduate Program Contacts
- Graduate Admission | Application Requirements and Procedures | Admission Classifications
- Graduate Study
- Scholarships and Financial Aid
- Academic Regulations and Policies
- Academic Integrity
- Academic Standing
- Addition of Courses
- Credit Transfer
- Grade Point Average
- Independent/Correspondence Study
- Semester Load
- Time Limits for Graduate Study
- Withdrawal
- Supplemental Programs

## Graduate Program | Requirements and Procedures

### Graduate Admission

#### Application Requirements and Procedures

**Note** | All international students must apply through the Office of International Student Services.

Admission to IU South Bend graduate programs is degree-specific. All students interested in pursuing graduate education must fulfill the following initial requirements:

- Earn a bachelor's degree from a regionally accredited college or university
- Earn a minimum cumulative grade point average (CGPA) as required by the individual graduate programs, listed in the program descriptions
- Complete all program prerequisites and appropriate undergraduate coursework
- Submit all required documentation for full consideration of admission

Students who intend to enroll in graduate coursework as part of a degree program at IU South Bend must have their admission approved in advance by the specific graduate program director. Students who register for graduate credit without such approval do so without assurance that course credit will be applied to meet requirements for advanced degrees.

Applications and program information can be obtained from the individual graduate program offices listed on page 211 of this publication. Students who possess a bachelor's degree and wish to pursue academic coursework as a nondegree graduate student may obtain the nondegree graduate application from the Office of Admissions.

#### Degree Seeking Applicants

- Application for admission, program-specific, online at [graduate.iusb.edu](http://graduate.iusb.edu)
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university
- Official transcripts
- Entrance examination scores, where applicable

- Letters of reference, where applicable
- Personal statement/statement of purpose, where applicable
- Demonstrate English proficiency by taking the Test of English as a Foreign Language (TOEFL) for applicants whose native language is not English

#### Nondegree Seeking Applicants

- Nondegree status application
- Application fee, where applicable
- Evidence of an earned bachelor's degree from an accredited college or university

### Admission Classifications

#### Formal Admission

**Note** | Formal admission is required for student loan approval and disbursement.

Formal admission indicates that the student has received full admission to a graduate program. This also verifies that all program prerequisites, entrance examinations, and application processes have been reviewed and completed.

#### Provisional/Conditional

Students have met basic requirements for entrance to a graduate program, but have additional requirements to meet. Each graduate program has specific and varied requirements for admission. All requirements for the specific program must be met prior to formal admission. Provisional/conditional students are allowed to take certain and specific courses at the discretion of the university, deans, and graduate program directors. Students may be limited to the number of credit hours accumulated prior to matriculation. Program director approval is necessary for courses taken and their applicability to specific graduate programs. Student loans are not available to students in a provisional/conditional status.

#### Guest/Nondegree

Students enrolled in other graduate programs within the Indiana University system or at another university may seek permission to register for coursework as a part of their specific graduate program. These students must obtain approval to take the desired coursework from the graduate program director and from their home university advisor.

#### Denied

Those applicants who do not meet minimum and/or specific requirements for graduate program acceptance and are not eligible for provisional status are denied admission. The graduate program that denied admission provides the applicant with reason(s) for denial and the reapplication process, where appropriate.

#### Nondegree

Students with a completed undergraduate degree may take undergraduate coursework and some graduate coursework without seeking a graduate degree. Nondegree students must also meet all course prerequisites prior to registering for any coursework. Nondegree students wishing to register for graduate coursework must obtain approval from the specific graduate program director. Registration for graduate coursework is at the discretion of the university, deans, and graduate program directors. Students seek the nondegree status for a variety of reasons.

The following list addresses the majority of nondegree classifications:

- **Prerequisites** | Graduate programs often have prerequisites and require coursework that students must complete prior to being formally admitted as a graduate student. These prerequisites vary greatly with each graduate program and, in many cases, are at the undergraduate level and cannot be counted towards the graduate degree. Graduate students should make an appointment to meet with a program advisor regarding prerequisites.
- **Teaching/Licensing Requirements** | Licensed teachers are required to meet educational goals through coursework at regular intervals to maintain and/or renew teacher licensing. The School of Education certification officer provides advising for these students.
- **Professional and Personal Development** | Many professions require continuing education for maintaining licensure and credentialing or to remain current within educational and professional disciplines. Individuals wishing to enroll in coursework must meet necessary prerequisites, obtain permission from the graduate program director prior to enrolling, and provide sufficient documentation of academic competence.

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### Graduate Study

#### Scholarships and Financial Aid

Financial aid programs at IU South Bend that support graduate education are the Stafford Loan (subsidized and unsubsidized), the Federal Perkins Loan, and the Federal Work-Study Program. The Federal Work-Study Program is available to graduate students after all undergraduate students applying by the priority date have received their awards. Graduate students are encouraged to seek tuition funding sources through philanthropic organizations, the student's place of employment (if available), and other service and foundation organizations.

#### The GradGrants Center

(812) 855-5281 | [gradgrnt@indiana.edu](mailto:gradgrnt@indiana.edu) | [www.indiana.edu/~gradgrnt](http://www.indiana.edu/~gradgrnt)

The GradGrants Center (GGC) in Bloomington is a free service that provides Indiana University graduate students with one-on-one assistance with grant proposal writing (by appointment) and a centralized area to access funding information. The GradGrants Center is located in the Wells Library 1052E, Bloomington, Indiana.

GGC services are free to IU graduate students on all campuses.

Services include:

- Access to several online funding information databases as well as campus-specific funding resources
- Free grant workshops
- The Grad GrantLine newsletter
- Student academic appointment vacancies listings
- Guidance for finding additional funding

Call the GradGrants Center to schedule an appointment for personalized assistance.

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### Academic Regulations and Policies

#### Academic Integrity

Students are expected to adhere to the highest ethical standards in all their coursework and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from Indiana University or to rescission of a degree already granted. The Indiana University Graduate School has prepared a document entitled Integrity in Graduate Study, which, among other topics, deals with plagiarism, fraud, and conflicts of interest.

#### Academic Standing

The university has established levels of competency, according to grade point average and semesters completed, which determine whether a graduate student is in good standing, on probation, or ineligible to continue studies.

- **Good Standing** | Those students who consistently maintain a minimum GPA on their cumulative and semester records as defined by the graduate program in which the student is formally admitted.
  - **Probation** | Students are on probation for the duration of the next regular semester or summer session following one in which the minimum GPA was not obtained and/or maintained.
  - **Dismissal** | Students may be dismissed from graduate programs if they do not maintain satisfactory academic standing as defined by the student's program of study.
- 

#### Addition of Courses

A graduate student who wishes to enroll in additional coursework after the first two weeks of a regular semester, or after the first week of a summer session, may do so if the instructor of the course, the graduate advisor, and the graduate program director recommend to the dean that this be done.

**Note** | Special fees are assessed for most late registrations.

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#### Credit Transfer

##### Graduate Course Transfer and Academic Residency

Each graduate degree offered through IU South Bend outlines specific requirements and coursework for successful completion of a graduate degree. Some coursework obtained at other accredited institutions may transfer to a particular degree program. Any transfer of coursework must be reviewed and approved by the degree program. Each of the graduate programs has guidelines regarding the number of credit hours that can be taken at other universities and counted towards a graduate degree. The graduate program directors determine the number and content of courses and credit (taken outside of the established program of study) which may be counted towards a particular graduate degree. The graduate program director makes any and all determinations of coursework transferred and accepted based on their academic discipline and program requirements. Any coursework taken outside of the graduate program in which you are formally admitted must receive advisor approval.

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### Grade Point Average

A minimum grade point average (GPA) must be maintained to remain in good academic standing in the master's degree program. There are differences among the master's programs. At no time may an earned grade of D or F be counted towards a master's degree. The individual master's programs have minimum standards with some using a grade of B (3.0) as a minimum standard. Review the graduate program GPA requirements for remaining in good academic standing.

### Independent/Correspondence Study

Credit earned in correspondence courses may not be counted towards any graduate degree. It is possible, however, that such work may be used by the student to make up entrance deficiencies. For more information, contact an academic advisor.

### Semester Load

Graduate students shall be considered full time if they are registered for 8 credit hours (4 credit hours during each summer session) and their programs of study meet with the approval of the academic programs. Courses taken as an auditor may not be counted in the definition of full-time study; however, courses taken to remove undergraduate deficiencies for admission may be counted.

Graduate students may take no more than 16 hours of credit in any semester, nor more than a total of 16 credit hours in all the summer sessions in any one year without permission of their graduate advisor. Students who are employed are advised to take into account the demands that such activities make on their time and to reduce their course loads accordingly.

### Time Limits for Graduate Study

The age of coursework and/or degrees earned may impact the number of transfer credit hours, courses, and number of hours needed to complete educational objectives. The age of credit hours and changes in coursework vary in each graduate program.

There are also time limits imposed for completion of graduate degrees. These limits vary; however, most programs require completion within five years from the start of graduate coursework.

Students are required to work closely with their program advisor to plan their coursework and the completion of their degree.

### Withdrawal

Withdrawals prior to the last day to drop a course (see official calendar for each semester) are automatically marked W. According to university regulations, withdrawal after this date is permitted only with the approval of the dean of the student's school for urgent reasons related to the student's health or equivalent distress. In all such cases, the student must submit a request for late withdrawal to the advisor or to the graduate program director. This request must be supported by the instructor of the course, the graduate advisor, and the graduate program director, and then be forwarded to the dean with an accompanying statement outlining the reasons for the request. If the dean approves the request, the student's mark in the course shall be W, if the work completed up to the point of withdrawal is passing; otherwise a grade of F

shall be recorded. Failure to complete a course without an authorized withdrawal results in the grade of F.

**Note** | Termination of class attendance does not constitute official withdrawal and results in a grade of F. Students must officially withdraw from the course.

## Graduate Program Contacts

### Graduate Program Contacts

General inquiries and initial questions regarding programs and graduate admission, and information for those who possess a bachelor's degree and wish to pursue academic coursework outside of an established program of study at IU South Bend, should contact the office of graduate admissions.

#### Ernestine M. Raclin School of the Arts

##### Northside Hall 007 | (574) 520-4655

- Master of Music (M.M.) with concentrations in | Composition | Performance

#### Judd Leighton School of Business and Economics

##### Administration Building 203C | (574) 520-4138

- Certificate in Business
- Master of Business Administration with concentrations in | Marketing | Finance | General Business
- Master of Science in Accounting
- Master of Science in Management of Information Technologies

#### School of Education

##### Greenlawn Hall 120 | (574) 520-4845

- Master of Arts in Teaching, Special Education (pending final approval)
- Master of Science in Education, Counseling and Human Services
- Master of Science in Education, Elementary Education
- Master of Science in Education, Secondary Education
- Master of Science in Education, Special Education
- Master of Science in Education, Elementary Educational Leadership
- Master of Science in Education, Secondary Educational Leadership

#### College of Health Sciences

##### Northside Hall 452 | (574) 520-4382

- Master of Science, Nursing; Northside Hall 456B, (574) 520-4571
- Master of Social Work; Northside Hall 418, (574) 520-4880

#### College of Liberal Arts and Sciences

##### Wiekamp Hall 3300 | (574) 520-4214

- Master of Science in Applied Mathematics and Computer Science; Northside Hall 319, (574) 520-4299
- Master of Arts in English; Wiekamp Hall 3161, (574) 520-4305
- Master of Liberal Studies; Wiekamp Hall 3123, (574) 520-4173

- Master of Public Affairs; Wiekamp Hall 2189, (574) 520-4334

## Graduate Degrees

### Graduate Degrees

#### Ernestine M. Raclin School of the Arts

- Master of Music (M.M.)
- Artists Diploma

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#### Judd Leighton School of Business and Economics

- Master of Science in Accounting (M.S.A.)
- Master of Business Administration (M.B.A.) with concentrations in Finance | General Business | Marketing
- Master of Science in Management of Information Technologies (M.S.-M.I.T.)

#### Graduate Certificates

- Graduate Business Certificate

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#### School of Education

- Master of Science (M.S.) in Education, Elementary with a Literacy Focus
- Master of Science (M.S.) in Education, Elementary with an Early Childhood Education Concentration
- Master of Science (M.S.) in Education, Elementary with English as a New Language Certification
- Master of Science (M.S.) in Education, Elementary with Building Administrator Certification
- Master of Science (M.S.) in Education, Secondary with English as a New Language Certification
- Master of Science (M.S.) in Education, Secondary with Building Administration Certification
- Master of Science (M.S.) in Education, Secondary with Initial Teacher Certification
- Master of Science (M.S.) in Education, Secondary with Reading Focus
- Master of Science (M.S.) in Education, Special Education with a Major in Mild Interventions
- Master of Science (M.S.) in Education, Special Education with a Major in Intense Interventions
- Master of Arts in Teaching (M.A.T.) Special Education
- Master of Science (M.S.) in Education, Clinical Mental Health
- Master of Science (M.S.) in Education, School Counseling
- Master of Science (M.S.) in Education, Addctions Abuse

#### Graduate Licensures

- Graduate Licensure in Educational Leadership
- Graduate Licensure in English as a New Language

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#### College of Health Sciences

- Master of Science (M.S.) in Nursing
- Master of Social Work (M.S.W.)

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#### College of Liberal Arts and Sciences

- Master of Science (M.S.) in Applied Mathematics and Computer Science
- Master of Arts in English (M.A.)
- Master of Liberal Studies (M.L.S.)
- Master of Public Affairs (M.P.A.)

#### Graduate Certificates

- Public Management
- Health Systems Management
- Nonprofit Management
- Technology for Administration

#### Graduate Supplemental Programs

- Social Studies
- History Graduate Credit

## Graduate | Supplemental Programs

### Supplemental Programs

#### Social Studies

IU South Bend, in conjunction with Indiana University Bloomington, offers courses that may be used as credit for the degree Master of Arts for Teachers (M.A.T.) in the field of social studies. The program is designed primarily for teachers in secondary education but is applicable also to elementary and community college teaching. Individuals with an undergraduate degree in history or the social sciences may pursue this degree and teacher certification concurrently.

The M.A.T. in social studies degree program permits concentration in subject areas while advancing the student's teaching skills. The degree requires a total of 36 credit hours, including 12 credit hours in a major field and 6 credit hours in each of two minor fields. The remaining 12 credit hours are for elective subjects. There is no language or thesis requirement. Residency requirements are fulfilled by taking 12 credit hours at Indiana University Bloomington, either during one semester or during summer sessions.

Everyone who receives the M.A.T. degree in social studies must be certified to teach in Indiana schools. The certification can be the result of one's undergraduate studies, or can be earned through the M.A.T. degree program itself. In the latter case, the certification requirements can be met by taking appropriate education courses for the 12 credit hours of elective work allowed within the program plus an additional 6 credit hours of work in education (student teaching).

The M.A.T. degree in social studies is conferred by Indiana University Bloomington, which establishes admission and degree requirements. The program must be initiated through Bloomington, but some coursework may be done at IU South Bend.

#### Students interested in applying for admission to this program should contact |

Mr. C. Frederick Risinger | Education Building 4074 | Indiana University | Bloomington, Indiana 47405 | (812) 856-8583 | [risinger@indiana.edu](mailto:risinger@indiana.edu)

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#### History Graduate Credit

Six or more credit hours in history earned at IU South Bend in courses numbered 300 or above may be applied toward most graduate degree requirements of Indiana University. In individual cases, Indiana University Bloomington history advisors may authorize more than 6 credit hours taken at IU South Bend for graduate credit at Indiana University Bloomington.

Every graduate school sets its own regulations for transfer credit. Students must consult with their intended graduate school about credit for courses taken at IU South Bend. History courses may also be applied, with permission, to the IU South Bend Master of Liberal Studies requirements.

## Extended Learning Services

### Division of Extended Learning Services

**Timothy P. Ryan | Director**  
Administration Building 128 | (574) 520-4261

#### Mission

The mission of the Division of Extended Learning Services is to provide access to IU South Bend's programs of academic excellence by providing off-campus educational opportunities for degree-seeking students and community-based opportunities for life and career enrichment through professional development and lifelong learning programs that are designed to meet the needs of those who work and live in the communities served by IU South Bend.

#### Vision Statement

We bring IU to you.

#### Guiding Principle

The community is our classroom.

#### Commitments of Extended Learning Services Staff

To provide excellence in every aspect of our relationship with our community-based partners.

#### Index

- IU South Bend Elkhart Center
- Professional Development and Lifelong Learning

## Professional Development and Lifelong Learning

### Professional Development and Lifelong Learning

Administration Building 128 | (574) 520-4261 | [extendsb@iusb.edu](mailto:extendsb@iusb.edu) | [training.iusb.edu](http://training.iusb.edu)

#### General Information

Professional Development and Lifelong Learning provides credit and noncredit programs for professional development and short-term training both on and off campus. Most programs do not require formal admission to IU South Bend. Programs include credit and noncredit short-term classes, workshops, conferences, online classes, and customized training and consulting offered throughout the year with new programs starting weekly.

Most classes and workshops carry nationally recognized continuing education units (CEUs). These units document both new skill development for the workplace, and work completed to meet professional licensure requirements.

Noncredit professional development classes and certificates can be found on the professional development and lifelong learning website. These classes and certificates do not require admission to the university and may be started at any time.

#### Courses and Workshops

Public courses and workshops are offered in the following areas:

- Communications
- College preparation
- Computer training

- Health professions (continuing education for nurses, dental hygienists and assistants, pharmacy technician training, medical terminology, coding and transcription)
- Languages
- Professional certificate examination prep courses (CPIM, CSPC, SPHR, PHR, ASQ, CMA)
- Business (supervision, human resources, quality management)
- Real Estate Broker Transition
- Real estate prelicensing
- Test preparation (SAT, GMAT, GRE, LSAT)
- Institute of Reading Development

#### Business and Industry Services

Continuing education provides training and consulting services for business, industry, and other community-based organizations. Principal program areas are:

- Business communication
- Supervision and management
- Computer training
- Quality management
- Spanish/English for speakers of other languages

Contact [extendsb@iusb.edu](mailto:extendsb@iusb.edu) for information about other programs for business and industry.

#### Credit Certificate Programs | Paralegal Studies Program

The Paralegal Studies Program was developed in 1980 by continuing education with the assistance of IU South Bend faculty members and an advisory board of area attorneys. This part-time, evening, 25 credit hour interdisciplinary program incorporates courses from the Judd Leighton School of Business and Economics and the College of Liberal Arts and Sciences. Students begin the program in the fall semester. Courses are arranged sequentially and are offered only once each year. The program is usually completed in two and one-half years. Contact [extendsb@iusb.edu](mailto:extendsb@iusb.edu) for further information.

#### Testing Services

The Division of Extended Learning Services is a host site for Indiana University School of Continuing Studies independent study examinations. Students are responsible for arranging examination dates and times. There is no charge for testing. Call (574) 520-4261 to schedule an examination at the South Bend location or (574) 294-5550 for examinations in Elkhart.

## IU South Bend Elkhart Center

### IU South Bend Elkhart Center

125 East Franklin Street | Elkhart, Indiana 46516-3609 | (800) 321-7834 or (574) 294-5550 | [elkhart@iusb.edu](mailto:elkhart@iusb.edu) | [elkhart.iusb.edu](http://elkhart.iusb.edu)

#### Course Offerings

- First two years of IU South Bend general-education courses
- Courses leading to a Master of Business Administration
- Customized training for business and industry
- Professional development courses

- Day and evening classes
- 

### Services

- Assistance with registration and schedule adjustments
  - Academic advising for undecided students
  - Placement examinations for incoming students
  - Admissions counseling for prospective students
  - Security on-site during open building hours
  - Computers available for student use during open business hours
  - Proctors available for independent study examinations
  - Referral to appropriate campus resources
  - Financial aid and scholarships available for Elkhart residents
- 

### SmartStart Program

Students who begin at IU South Bend by taking 24 or more credit hours at the Elkhart Center are considered SmartStart students. The personal attention and instruction they receive by faculty and staff will provide SmartStart students with a solid foundation of general-education courses to build their IU degree. Students who wish to take their courses at the Elkhart Center should work with their academic advisor to plan their course schedules.

Students who successfully complete the SmartStart Program are encouraged to apply for the Verizon Scholarship, which provides tuition assistance for future coursework IU South Bend.

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### Scholarships

Several scholarship opportunities are available for students attending IU classes in Elkhart or for students who live in Elkhart County. For additional scholarship information contact (574) 520-4483 or toll free at (877) 462-4872, extension 4483.

## Labor Studies Program | Index

### Labor Studies Program

Riverside Hall 127 | (574) 520-4595 | [laborstudies.iusb.edu](http://laborstudies.iusb.edu)

#### Faculty

Associate Professor | **Mishler**  
Lecturer | **Sovereign**  
Faculty Emeritus | **Knauss**  
Counselor-Recorder | **S. Klein**

#### Degrees Offered

- B.S. Labor Studies | Minor in Labor Studies | A.S. Labor Studies | Certificate in Labor Studies

#### Index

- General Information
- Certificates and Degrees
- Minor in Labor Studies
- Major Areas of Learning
- Certificate and Degree Requirements
- Application and Admission
- Credit Transfers
- Progress Options | CLEP | Military
- Transfer of SAC Competencies Credit Within the Indiana University System
- Academic Policies
- Academic Forgiveness Policy for Former Indiana University Students
- Academic Forgiveness Policy for Students Dismissed from Other Institutions
- Graduation
- Union Education Program
- Organization and Faculty

## Labor Studies Program | Information

### General Information

The Department of Labor Studies is a unit of the statewide School of Social Work, based at Indiana University—Purdue University Indianapolis. IU South Bend students majoring in Labor Studies receive their degrees from IU South Bend.

Labor Studies is an interdisciplinary field that explores issues of work and the work place, social inequality and class structure, and the struggles of workers and their organizations. In this context Labor Studies explores the ways racism, sexism, xenophobia and homophobia impact on working people, their families, and communities. As a field, it was originally developed to educate union members and leaders, and Labor Studies sees labor organizations, especially trade unions, as basic organizations for the maintenance and expansion of a democratic society. Labor Studies faculty come from academic disciplines such as political science, economics, history, legal studies, sociology, and anthropology, and classes in this program focus on the experience of workers (of all kinds) and their efforts to achieve a greater voice in society.

### Certificate and Degrees

The Department of Labor Studies offers a certificate, minor, Associate of Science in Labor Studies, and Bachelor of Science in Labor Studies. The program

has a long history of working with unions in the state of Indiana to develop and deliver educational courses. These courses are coordinated and taught by Labor Studies faculty. They and associate faculty members also teach the courses. Faculty qualifications typically combine academic credentials with union background.

### Minor in Labor Studies

A minor in Labor Studies requires the completion of 15 credit hours in Labor Studies courses consisting of 6 credit hours from the list of core courses and 9 additional credit hours to be determined through consultation with the campus faculty.

### Additional Requirements

For the Associate of Science in Labor Studies, at least 12 credit hours must be earned from Indiana University, 10 credit hours of these after admission to the Department of Labor Studies. No more than 15 credit hours may be earned within a single subject other than Labor Studies.

For the Bachelor of Science in Labor Studies, at least 24 credit hours must be earned from Indiana University; 20 of these after admission to the Department of Labor Studies. No more than 21 credit hours may be earned within a single subject other than Labor Studies. Thirty credit hours must be earned in 300- or 400-level courses, and at least 12 of the 30 credit hours must be earned in Labor Studies courses.

For the certificate in Labor Studies and both the associate and bachelor's degrees, an overall 2.0 (C) grade point average must be maintained. Courses in which grades below C– are received may be counted only as electives. For the associate and bachelor's degrees, courses within a major area must be in at least two different subjects. For additional standards, see the section of this publication on Academic Policies.

### Major Areas of Learning

Following are representative subjects and courses falling under each of the three major areas of learning listed under certificate and degree requirements. For information about subjects not listed here and about specific courses, contact the Department of Labor Studies at 800-822-4743 or [iulabor@iupui.edu](mailto:iulabor@iupui.edu).

### Arts and Humanities |

African American Studies | Classical Studies | Comparative Literature | English | Fine Arts | Folklore | History | History and Philosophy of Science | Journalism | Language (all) | Music | Philosophy | Religious Studies | Speech and Communications | Theatre and Dance | Women's and Gender Studies

### Sciences and Mathematics |

Astronomy | Biology | Chemistry | Computer Science/Technology | Geology | Mathematics | Physics | Zoology

### Social and Behavioral Sciences |

Anthropology | Economics | Geography | Linguistics | Political Science | Psychology | Sociology | Social Work

### Electives |

Students may select any of the courses offered by IU South Bend to fulfill elective requirements. Students are encouraged to consult with their academic advisor and to concentrate their elective coursework in related subjects.

### Certificate and Degree Requirements

Courses from three groupings are used by students to complete certificate and degree requirements. These groupings are Labor Studies courses, required areas of learning, and electives. The accompanying chart shows the credit hour distribution required for each certificate and degree in Labor Studies.

#### Credit hours required for

Group	Subgroup	Certificate in Labor Studies	Associate of Science in Labor Studies	Bachelor of Science in Labor Studies
Labor Studies	Core Courses	15	15	15
	Additional Labor Studies	3	12	27
Major Areas of Learning	Arts and Humanities	3	12*	12*
	Social and Behavioral Sciences	3	9**	12**
	Sciences and Mathematics	3	6***	15***
	Additional from one area above	3	0	12
Electives			6	27
	<b>Total Hours</b>	<b>30</b>	<b>60</b>	<b>120</b>

### Application and Admission

The certificate and degree programs in the Department of Labor Studies are open to all qualified high school graduates or persons with the General Educational Development (GED) certificate.

#### Applicants must submit the following |

- A completed application for admission to the Department of Labor Studies. This can be found at: [http://labor.iu.edu/degree\\_options/degree\\_options\\_admission.php](http://labor.iu.edu/degree_options/degree_options_admission.php)

All application materials must be forwarded to the Labor Studies office on the campus where the applicant intends to enroll. International students should request the international application for admission and related materials from the Labor Studies program on the Indiana University—Purdue University Indianapolis campus.

#### The contact information for the Department of Labor Studies is |

Labor Studies Program | IU School of Social Work | 902 West New York Street | Indianapolis, IN 46202-5156 | [iulabor@iupui.edu](mailto:iulabor@iupui.edu) | 800-822-4743

### Credit Transfers

Applicants should receive an official notice of admission status and a credit transfer report indicating which courses

are accepted at Indiana University. The Department of Labor Studies will then prepare a summary of how these courses apply to the Labor Studies certificate and degree requirements.

At this point, if they have not already done so, students should proceed to plan their program in consultation with their advisor and enroll in courses. Check with the Department of Labor Studies for schedules and directions.

### Progress Options

One or more of the methods listed in this section may provide the Labor Studies participant a means of receiving Indiana University credit without taking conventional classroom-based courses. This allows accelerated progress towards a Labor Studies degree.

#### College-Level Examination Program |

College-Level Examination Program (CLEP) has available tests in a variety of subject areas. If a student's score exceeds a certain level on an Indiana University accepted test, they receive credit (3 credit hours for most examinations). CLEP brochures are available at the Labor Studies Program office.

#### Credit for Military Service |

Depending on the length and type of training received, a student may receive up to 6 credit hours based on military service. Additional credit hours may be awarded for special training programs in the military. This credit can only be applied as elective credit for Labor Studies degrees. To apply, a DD-214 form and training completion certificates (if applicable).

#### Credit for Self-Acquired Competencies |

Labor Studies participants may apply up to 15 credit hours of Self-Acquired Competencies (SAC) to the Associate of Science degree and up to 30 credit hours (including any applied to the associate degree) to the Bachelor of Science degree. SAC credit can be awarded for learning gained outside the university and may be based on a wide variety of experiences. Labor Studies students can apply for SAC credit on the basis of learning derived from their union activities.

Self-Acquired Competencies refer to learning or competency that can be documented. SAC credit is not granted simply for time served. Thus, it is not granted on the basis of the number of terms served as a union officer. Nor is it multiplied by the number of times the same experience has been repeated. A secretary-treasurer who has performed the same functions for four terms is not likely to receive significantly more credit hours than one who has performed the same functions, and has learned as much, from one or two terms.

#### SAC credit is of two types |

- Course-specific credit hours are granted where the applicant's competency is substantially equivalent to the competency that is expected in an Indiana University course.
- General credit hours are granted for competencies that are not the full equivalent of individual courses but are nevertheless the equivalent of college learning.

This is the only form of SAC credit hours available outside of the Labor Studies Program.

In general, the following procedures and limitations govern the award of credit hours for SAC:

- A student must be admitted to the Department of Labor Studies and be in good standing before any credit for SAC is awarded.
- A maximum of 15 credit hours of SAC credit may be applied to the Associate of Science in Labor Studies and a maximum of 30 credit hours to the Bachelor of Science in Labor Studies

### **Transfer of Self-Acquired Competencies Credit Within the Indiana University System**

Self-Acquired Competencies credit awarded by the faculty of one Indiana University campus is recorded and explained on the student's permanent record. Such credit will be honored on any other Indiana University campus to which the student may transfer in order to complete the associate or bachelor's degree in Labor Studies. The student should be aware that such credit will not necessarily be honored by other degree programs of Indiana University or by other institutions.

### **Academic Policies**

Institutional academic policies are stated in the front section of this publication. All these policies pertain to students enrolled in Labor Studies; however, the following policies are particularly relevant.

### **Academic Forgiveness Policy for Former Indiana University Students**

Students with academic deficiencies (cumulative grade point average below 2.0 or C average) in coursework done within the Indiana University system may be admitted to the Department of Labor Studies on probation. The student must achieve a 2.0 grade point average for all courses taken at Indiana University before and after admission to the program in order to obtain a degree. Students who have been dismissed from another academic program of Indiana University may not be admitted to the Department of Labor Studies until at least one calendar year has passed from the date of dismissal.

A student prevented from attaining a cumulative 2.0 grade point average because of poor work in a semester at Indiana University that was completed five or more years before enrollment in the Labor Studies program may request the removal of the poor semester from the Department of Labor Studies records. In general, such a request is granted automatically, particularly in those cases where the student would be prevented from graduating because of the one poor semester. All credit earned during this one semester is also removed from the grade point average under this forgiveness policy.

A similar request may be made for the forgiveness of a poor semester completed at Indiana University within five years prior to admission to the Department of Labor Studies. Approval of such requests is usually dependent, however, upon the successful completion of 12 credit hours in Labor Studies. Because all credit earned during the forgiven semester is removed from the grade point average, students are encouraged to consult with their advisor concerning the advisability of this procedure.

This policy is designed to avoid placing an excessive burden on students who, in the past, have made a poor start at Indiana University. It is not intended to

permit students with chronically poor performance in the university to stay in school, nor to raise false hopes for students who are not making progress toward a degree.

### **Academic Forgiveness Policy for Students Dismissed from Other Institutions**

Students who have been dismissed from another postsecondary institution may not be admitted to the Labor Studies Program until at least one calendar year has passed since the date of the dismissal.

University regulations require that the admissions office indicate any deficiencies in grade point average (average grade below 2.0 on a 4.0 scale) at another institution on the credit transfer report. The policy is to maintain a student's grade point average based only on work done at Indiana University. These grades must be of average, or C quality (2.0 on 4.0 scale) in order to earn a degree. If a student's cumulative grade point average from another institution is below 2.0, however, the student is admitted on probation.

### **Graduation**

Degrees are awarded every December, May, and August. Participants expecting to graduate must file written notice of intent, citing the degree and expected date of graduation, with the Department of Labor Studies at least three months prior to graduation.

### **Graduation with Honors |**

Students completing a minimum of 30 credit hours for the Associate of Science in Labor Studies or 60 credit hours for the Bachelor of Science in Labor Studies at Indiana University will be graduated with honors if they have attained the appropriate grade averages: 3.90, highest distinction; 3.75, high distinction; 3.50, distinction.

### **Union Education Program**

The Department of Labor Studies also offers an extensive noncredit program—the Union Education Program (UEP). UEP open enrollment courses and conferences are available to workers in communities throughout the state. They are offered in local union halls, on the various campuses of Indiana University, and on the campuses of other educational institutions.

Classes usually meet weekly for 4-10 weeks. They are open to participants from both large and small unions, craft and industrial unions, and public and private sector unions. Typical topics for these classes are labor law, collective bargaining, steward training, communications, OSHA, and arbitration.

Other programs are designed to meet the educational needs of individual unions. Local or international unions may contract with the Department of Labor Studies to conduct these programs. Enrollments are limited to members of the contracting union.

There are no special entrance requirements, tests, or grades. Participants who complete a class or conference are awarded a Certificate of Achievement from the Department of Labor Studies. Upon completion of 150 classroom hours in the UEP, the participant is awarded a Certificate of Recognition. Upon completion of 300 classroom hours in the UEP, the participant will be awarded a Certificate of Recognition and a plaque. There is a nominal charge for UEP classes and conferences.

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**Organization and Faculty**

The Labor Studies faculty are made up of people with both union experience and academic credentials. The faculty uses a variety of teaching methods, including videotape recording, case studies, films, group discussion, and role playing to promote student interest and participation.

A Statewide Advisory Committee advises the program on educational courses offered to Indiana union members. Similarly, the LaPorte, Michiana, and Warsaw Area Labor Education Advisory Committees advise the program at IU South Bend.

# Course Descriptions | Index

## IU South Bend Course Descriptions

- AFAM | African American Studies
- AHLT | Radiography/Allied Health
- ANTH | Anthropology
- AST | Astronomy
- BIOL | Biology
- BUS | Business
- BUSB | Business: Graduate
- CHEM | Chemistry
- CJUS | Criminal Justice
- CMCL | Communication and Culture
- CMLT | Comparative Literature
- COAS | College of Arts and Sciences
- COGS | Cognitive Science
- CSCI | Computer Science
- DHYG | Dental Hygiene
- EALC | Japanese and Chinese
- ECON | Economics
- EDUC | Education
- ENG | English
- FINA | Visual Arts
- FREN | French
- GNST | General Studies
- GEOG | Geography
- GEOL | Geology
- GER | German
- HIST | History
- HON | Honors
- HPER | Health, Physical Education, and Recreation
- HPSC | History and Philosophy of Science
- INMS | Integrated New Media Studies
- INFO | Informatics
- INTL | International Studies
- JOUR | Journalism
- LBST | Liberal Studies
- LING | Linguistics [English as a New Language]
- LSTU | Labor Studies
- MATH | Mathematics
- MICR | Microbiology
- MUS | Music
- NURS | Nursing
- OVST | Overseas Study
- PHIL | Philosophy
- PHSL | Physiology
- PHYS | Physics
- POLS | Political Science
- PSY | Psychology
- REL | Religious Studies
- SCS | School of Continuing Studies (See GNST | General Studies)
- SOC | Sociology
- SPAN | Spanish
- SPCH | Speech
- SUST | Sustainability Studies
- SWK | Social Work
- TEL | Telecommunications
- THTR | Theatre

- WGS | Women's and Gender Studies

## African American Studies | AFAM

### African American Studies | AFAM

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### AFAM-A 150 Survey of the Culture of Black Americans

**(3 cr.)** The culture of African Americans, viewed from a broad interdisciplinary approach; employing resources from history, literature, folklore, religion, education, psychology, sociology, and political science.

## Allied Health | AHLT

### Radiography/Allied Health | AHLT

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | Except for AHLT-R 185 Medical Terminology, allied health courses are open only to students admitted into the radiography clinical/professional program.

#### AHLT-R 100 Orientation to Radiographic Technology

**(2 cr.)** P: AHLT-R 101, AHLT-R 102, AHLT-R 181.

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. I

#### AHLT-R 101 Radiographic Procedures I (3-4 cr.)

P: AHLT-R 100, AHLT-R 102, AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system. I

#### AHLT-R 102 Principles of Radiography 1 (3 cr.)

P: AHLT-R 100, AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing. I

#### AHLT-R 103 Introduction to Clinical Radiography

**(1-2 cr.)** This course is designed to provide the incoming student radiographer with a basic orientation to the imaging profession. S

#### AHLT-R 181 Clinical Experience-Radiography (1-6 cr.)

Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.. I

#### AHLT-R 182 Clinical Experience II-Radiography

**(1-6 cr.)** P: AHLT-R 201, AHLT-R 202, AHLT-R 250.

Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II

#### AHLT-R 185 Medical Terminology (2 cr.)

This course covers medical terminology, symbols, and abbreviations and the application of this new language in the field of health care. While terms are covered as they relate to

body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes. Credit not awarded for NURS-B 105 and AHLT-R 185. I, II, SI

**AHLT-R 200 Pathology (3 cr.)** P: AHLT-R 202, AHLT-R 205, AHLT-R 282.

A survey of the changes that occur in the diseased state to include the general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. Instruction in adjustment of exposure techniques for specific pathology. I

**AHLT-R 201 Radiographic Procedures II (3-4 cr.)**

P: HLT-R 208, AHLT-R 250, AHLT-R 182. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skull, spine, and those requiring the use of contrast media. Instruction in anatomy and radiation protection. II

**AHLT-R 202 Principles of Radiography 2 (3 cr.)**

P: AHLT-R 200, AHLT-R 205, AHLT-R 282. Continuation of AHLT-R 102 with an emphasis on the properties that affect the quality of the radiographic image. I

**AHLT-R 205 Radiographic Procedures III (3 cr.)**

P: HLT-R 200, AHLT-R 202, AHLT-R 282. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities I

**AHLT-R 207 Seminar (1-5 cr.)** Current topics in radiography. II

**AHLT-R 208 Topics in Radiography (1-4 cr.)**

P: Prerequisites may exist for some topics. C: AHLT-R 281.

Selected topics in radiography.

May be repeated for credit if topics differ.

**AHLT-R 222 Principles of Radiography 3 (3 cr.)**

P: AHLT-R 207, AHLT-R 260, AHLT-R 283. Continuation of AHLT-R 202 with emphasis on the application of radiography principles of imaging equipment. II

**AHLT-R 250 Physics Applied to Radiology (2-4 cr.)**

P: AHLT-R 201, AHLT-R 208, AHLT-R 182. Fundamentals of radiation physics, X-ray generation, and equipment quality control. II

**AHLT-R 260 Radiobiology and Protection (1-3 cr.)**

P: AHLT-R 207, AHLT-R 222, AHLT-R 283. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring. II

**AHLT-R 281 Clinical Experience-Radiography (1-6 cr.)**

P: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. S

**AHLT-R 282 Clinical Experience-Radiography (1-6 cr.)** P: AHLT-R 200, AHLT-R 202, AHLT-R 205.

Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a

registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. I

**AHLT-R 283 Clinical Experience-Radiography (1-6 cr.)** P: AHLT-R 207, AHLT-R 222, AHLT-R 260.

Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiographic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. Clinical laboratories are included. II May be repeated for up to 6 credits.

**AHLT-R 290 Comprehensive Experience (1-8 cr.)**

P: AHLT-R 208. Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program. S May be repeated for up to 8 credits.

**AHLT-R 404 Sectional Imaging Anatomy (2-3 cr.)** An in-

depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included. I

**AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.)**

Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Course will cover contrast media, instrumentation, equipment, principles of technology, as well as environmental and patient safety and comfort issues. I

**AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)**

Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented. II

**AHLT-R 407 Seminar (1-5 cr.)** Seminar in advanced

imaging modalities. Anatomical and procedural instruction concerning the abdomen, pelvis, spine, chest, head, neck and upper and lower limbs (extremities). Specific instruction in pediatric imaging procedural adjustments. Education emphasis throughout the course to be placed on critical thinking responses to procedural challenges. I May be repeated for up to 5 credits.

**AHLT-R 408 Topics in Radiologic Sciences (0.5-4 cr.)**

Topics in radiologic sciences. Study of selected topics in radiologic sciences. II May be repeated for up to 4 credits.

**AHLT-R 409 Project in Medical Imaging (3 cr.)**

Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project.

**AHLT-R 482 Clinical Practicum: Computed Tomography (0.5-12 cr.)** Clinical experience in the

performance of computed tomographic studies. Will allow students the opportunity to acquire clinical skills necessary to obtain high quality CT images, to objectly alter protocols based upon patient pathology or physical condition, and to

identify image quality and make appropriate corrections. I, II May be repeated for up to 12 credits.

**AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (0.5-12 cr.)** Clinical experience in the performance of magnetic resonance imaging studies. Course will give students the opportunity to acquire skills necessary to obtain high quality MRI images, to objectively alter protocols based on patient pathology or physical condition, identify image quality problems and make appropriate corrections. I, II May be repeated for up to 12 credits.

**AHLT-R 484 Clinical Practicum: Ultrasound (0.5-12 cr.)** Clinical experience in the performance of ultrasound imaging studies. Will allow students the opportunity to acquire skills necessary to obtain high quality ultrasound images, to objectively alter protocols based upon patient pathology or physical conditions, to identify image quality problems and make appropriate corrections. I, II, S May be repeated for up to 12 credits.

**AHLT-R 434 Ultrasound Physics 1 (3 cr.)** This course will cover the Physics of Ultrasound Production and its Practical Application in the Clinical Setting. Participants will integrate course material with Practical aspects of Sonography in their Clinical Experiences. At the Conclusion of the course, the Sonography Student will be better prepared to enter advanced level coursework and Clinical Experience.

## Anthropology | ANTH

### Anthropology | ANTH

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**ANTH-A 105 Human Origins and Prehistory (3 cr.)** Introduction to the comparative study of contemporary human cultures and social processes that influence behavior. I, II

**ANTH-A 250 Anthropology in the Modern World (3 cr.)** What cultural anthropologists are learning about major issues of our times: cultures facing destruction, communal societies, sex roles, poverty, political repression in the Third World, ethnic conflict, sharpening the study of our own culture.

**ANTH-A 314 Qualitative Research Methods (3 cr.)** This course guides students through major steps of qualitative research. These steps include choosing a topic, developing research questions, and collecting data. Students will be introduced to participant observation, interviewing, archival research, and artifact analysis. They will learn how to analyze and interpret qualitative data and how to write ethnography.

**ANTH-A 315 Quantitative Research Methods (3 cr.)** This course will guide students through the major steps of quantitative research. These steps include choosing a topic, developing propositions, operationalizing concepts, proposing hypotheses, and collecting data. Students will be introduced to quantitative data analysis and will learn how to interpret the results from such analyses.

**ANTH-A 360 Development of Anthropological Thought (3 cr.)** An overview of the major theoretical developments within anthropology, as the discipline has attempted

to produce a universal and unified view of human life, based on knowledge of evolution and prehistoric and contemporary cultures.

**ANTH-A 385 Topics in Anthropology (3 cr.)** Students may receive credit for only 3 credit hours each of ANTH-A 385 and ANTH-A 460. A conceptual examination of selected topics in the field of anthropology.

**ANTH-A 390 Art, Aesthetics, and Creativity (3 cr.)** Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. A historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receive greater emphasis at this level. Meets general education common core Art, Aesthetics, and Creativity requirements.

**ANTH-A 460 Topics in Anthropology (1-3 cr.)** Survey of selected topics in the field of anthropology. May be repeated for up to 6 credits.

**ANTH-A 495 Individual Readings in Anthropology (1-4 cr.)** P: Consent of instructor. A supervised, in-depth examination, through individual research on a particular topic selected and conducted by the student, in consultation with an anthropology faculty member. May be repeated for up to 8 credits.

**ANTH-A 496 Field Study in Anthropology (1-8 cr.)** Supervised fieldwork of an anthropological nature, arranged through an outside agency or institution, such as an internship, apprenticeship, or volunteer work at a governmental office, zoo, or archaeological site. May be repeated for up to 8 credits.

**ANTH-B 190 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**ANTH-B 300 Fundamentals of Bioanthropology (3 cr.)** Bioanthropology of humans, basic biological principles, morphology, function of evolutionary history. Human evolution from lower forms, environmental factors, speciation and differentiation into varieties, mixture, growth, sexual differences, and constitutional variability.

**ANTH-B 320 Forensic Anthropology (3 cr.)** This course will explore the application of biological anthropology in the legal process of death investigation. Topics to be covered include: determining sex, age, and ancestry from human remains; procedures for reconstructing trauma and/or pathological conditions from skeletons; the ethics of forensic anthropology; and working with law enforcement agencies.

**ANTH-B 399 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, social institutions, and social processes that have shaped the world of the twenty-first century. Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines.

Attention given to ethical dilemmas as they arise in the discipline and theme of course.

**ANTH-B 466 The Primates (3 cr.)** Paleontology, functional morphology, behavior and natural history of the infra-human primates. Emphasis on behavioral and ecological correlates of morphology.

**ANTH-E 105 Culture and Society (3 cr.)** Introduction to the comparative study of contemporary human cultures and their relation to social processes and behavior. I, II, S

**ANTH-E 300 Culture Areas and Ethnic Groups (1-3 cr.)** An ethnographic survey of a selected culture area or ethnic group. May be repeated for up to 6 credits.

**ANTH-E 304 Fundamentals of Sociocultural Anthropology (3 cr.)** Intermediate survey of theories and problems in social and cultural anthropology. Historical development, methods of inquiry, focal problems, and contemporary theoretical perspectives.

**ANTH-E 308 Medical Anthropology (3 cr.)** Introductory overview of the major theory, methods and scope of medical anthropology. Topics include political-economic perspectives on health and healing, ethnomedicine, medical ecology, health problems research, medical pluralism, and the analysis of health delivery systems. This course explores these issues in both the developed and developing countries.

**ANTH-E 310 Introduction to the Cultures of Africa (3 cr.)** Explores the vitality and diversity of African cultures today in communities ranging from town neighborhoods to remote villages and from desert to rain forest. Demonstrates the tenacity and creativity of human societies facing severe political, social, and ecological pressures, but also contributes new questions and answers to global debates about family values, ethnicity, terrorism, hunger, and economic growth.

**ANTH-E 320 Indians of North America (3 cr.)** Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

**ANTH-E 321 Peoples of Mexico (3 cr.)** Surveys modern Indian groups, peasant societies, problems of acculturation, and urbanization in contemporary Mexico.

**ANTH-E 323 Indians of Indiana (3 cr.)** This course provides an introduction to the history and culture of the two principal Native American Nations of Indiana, the Miami and Potawatomi. The course takes an ethnohistorical approach, investigating the past and present of these communities on the basis of anthropological research as well as historical documents.

**ANTH-E 335 Ancient Civilization of Mesoamerica (3 cr.)** Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec, and the Mixtec. Emphasis on the social life, cultural achievements, religion, world view, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

**ANTH-E 365 Women and Power (3 cr.)** Cross-cultural examination of different forms and systems of power in women's experiences. Topics include: power and dominance, motherhood as power, power and ordinary women's lives, women's experiences of colonialism,

women as revolutionaries, women in the labor market, and women in international politics.

**ANTH-E 380 Urban Anthropology (3 cr.)** Urban social organization in cross-cultural perspective. Theoretical perspectives on urbanism and urbanization. Problems focused on include kinship and social networks, politico-economic factors, and cultural pluralism. Strategies of anthropological research in urban settings.

**ANTH-E 385 Applied Anthropology (3 cr.)** Survey of the applications of anthropological theory and method to meet societal needs in the areas of education, health, industry, food production, and rural development.

**ANTH-E 391 Women in Developing Countries (3 cr.)** This course will explore the nature of women's roles in developing countries. Particular emphasis will be placed on exploring how development and culture change have affected the lives of women.

**ANTH-E 395 Writing Culture (3 cr.)** Seminar through which students explore recent discussions within the discipline about the purpose and meaning of anthropological writing through reading different styles of ethnographic writing and through conducting ethnographic research themselves and writing up the results using different styles and forms. I, II

**ANTH-E 397 People and Cultures of the Middle East (3 cr.)** General anthropological introduction to social institutions and cultural forms of the Arab countries of North Africa and the Near East, Israel, Turkey, Iran, Afghanistan. Topics: ecology, development of Islam and Muslim empires, traditional adaptive strategies, consequences of colonialism, independence and rise of nation-states, impact of modernization, changing conceptions of kinship, ethnicity, gender.

**ANTH-E 402 Gender in Cross-Cultural Perspective (3 cr.)** Selected topics in economic anthropology. Focus includes contemporary and classic debates; gendered forms of (re)production, such as division of labor and knowledge; ecology; nutrition and food politics; and money, markets, consumption, and value in transnational and global contexts. May be repeated with a different topic for a maximum of 6 credit hours.

**ANTH-E 420 Economic Anthropology (3 cr.)** Provides an intensive overview of the cultural aspects of the production, distribution, and consumption of goods and services. Focuses on economic issues such as globalization, the anthropology of development, food production, the marketplace, intra- and inter-household cooperation, income inequality, living on minimum wage, and the comparison of consumption patterns between the developed and developing world. I, II May be repeated with a different topic for a maximum of 6 credit hours.

**ANTH-L 300 Culture and Language (3 cr.)** P: ANTH-E 105 or ANTH-A 104. Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks.

**ANTH-N 190 The Natural World (3 cr.)** An introduction to the evolutionary development of humans, viewed through biological and cultural contexts. Major topics include the concept of evolution, biological relationships between humans and other primates, the fossil record of hominid evolution, and the basic methods employed by

archaeologists in the study of human physiological and social development.

**ANTH-N 390 The Natural World (3 cr.)** Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implication and ethical dimensions of scientific research and technological advancement.

**ANTH-P 200 Introduction to Archaeology (3 cr.)** Introduction to the goals, methods, and theories that archaeologists use to learn about the past. The pursuit and interpretation of archaeological evidence are explored by reviewing case studies from across the globe and diverse time periods. Topics include food and subsistence, culture change, social life, political economies, and archaeological ethics.

**ANTH-P 300 Topics in Prehistoric Archaeology (3 cr.)** World archaeology in the framework of major cultural stages. The methods, analysis, and significance of archaeological research.

**ANTH-P 304 Fundamentals of Archaeological Anthropology (3 cr.)** P: ANTH-A 105, ANTH-N 190, ANTH-E 105. Intermediate survey of goals, methods, and theories that archaeologists use to learn about the past. The pursuit and interpretation of archaeological evidence are explored by reviewing case studies from across the globe and diverse time periods. Topics include food and subsistence, culture change, social life, political economies, and archaeological ethics. I, II

**ANTH-P 360 North American Archaeology (3 cr.)** Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

**ANTH-P 398 The Rise of Civilization (3 cr.)** Archaeology of the earliest high civilizations of the Old and New Worlds (Mesopotamia, Egypt, the Indus Valley, China, Mesoamerica, and Peru). Both an introductory survey of ancient complex societies and an exploration of the nature and development of the political state.

**ANTH-P 405 Field Work in Archaeology (1-8 cr.)** Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, and cataloging. One credit hour per full week of fieldwork.

**ANTH-P 406 Laboratory Methods in Archaeology (1-6 cr.)** P: ANTH-P 405 or consent of instructor. Specialized training in laboratory procedures and analysis of archaeological materials. Major categories of material culture to be studied include lithics, ceramics, and faunal and floral remains. Emphasis is on processing, sorting, identifying, and analyzing material recovered from the previous ANTH-P 405 Fieldwork in Archaeology course.

## Astronomy | AST

### Astronomy | AST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**AST-A 453 Topical Astrophysics (3 cr.)** P: Calculus, PHYS-P 323 or equivalent. Topics in astrophysics, not covered by other courses. The topic will vary depending on instructor. Possible topics include celestial mechanics, astrobiology, stellar interiors, stellar atmospheres, stellar populations, galaxy dynamics and cosmology. May be repeated for up to 6 credits.

**AST-N 190 The Natural World (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.

**AST-N 390 The Natural World (3 cr.)** Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.

## Biological Sciences | BIOL

### Biological Sciences | BIOL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | Also see MICR and PHSL for additional biological sciences courses.

**PLSC-B 101 Plant Biology (5 cr.)** Lecture and laboratory. Fundamental principles of biology as illustrated by plants: characteristics of living matter, nutrition, growth, responses to environment, reproduction, basic principles of heredity. Credit not allowed toward a biology major.

**BIOL-B 300 Vascular Plants (3-4 cr.)** P: BIOL-L 101, BIOL-L 102. One introductory biology course; provides basic understanding of the diverse groups of vascular plants. The course focuses on the major kinds of extant vascular plants and studies in detail from an evolutionary perspective the morphologies, life cycles, identification, classification and economic importance of these groups. I (even years)

**BIOL-L 100 Humans and the Biological World (1-5 cr.)** Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special references to humans. Credit given for only one of the following: H111, L100, L104, E112, L112, Q201.

**BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)** 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 2 (5 cr.)** 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 211 Molecular Biology (3 cr.)** P: BIOL-L 102, CHEM-C 105, CHEM-C 106. Structure and function of DNA and RNA. DNA replication, mechanisms of mutation and repair. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. I

**BIOL-L 220 Biostatistics (3 cr.)** P: Mathematics Level 5, BIOL-L 101, BIOL-L 102. Fundamentals of statistics intended to equip students with skills needed to understand and draw statistical inferences from biological data. Will include data reduction, probability, hypothesis testing, correlation, regression, and analysis of variance.

**BIOL-L 280 Introduction to Bioinformatics (3 cr.)** Topics may include analysis of DNA and protein sequences; algorithms used in computational biology; sequence alignments; biological databases; predictive methods for RNA and protein structures; phylogenetic analysis; computational approaches to comparative genomics; analysis of microarray expression data expression data; proteomics and protein identification. II (odd years)

**BIOL-L 304 Marine Biology (3 cr.)** P: BIOL-L 101, BIOL-L 102, CHEM-C 106. An introductory lecture course covering principles, concepts, and techniques of marine and estuarine biology. II (even years)

**BIOL-L 308 Organismal Physiology (5 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 106. R: BIOL-L 312. Structural and functional aspects of regulative processes in animals; detection of the environment, integrative functions, reproduction. I

**BIOL-L 311 Genetics (3-5 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 105, CHEM-C 106. Analysis of developmental processes that lead to the construction of whole organisms and to the transmission to the offspring of specific genetic traits. Includes the principles of genetics, the principles of embryology, and the analysis of mutations affecting development. II

**BIOL-L 312 Cell Biology (3-4 cr.)** P: BIOL-L 211, CHEM-C 106. 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 312. 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. I (odd years)

**BIOL-L 317 Developmental Biology (3-4 cr.)** P: BIOL-L 211. C: BIOL-L 312. 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. II (odd years)

**BIOL-L 318 Evolution (3-5 cr.)** P: BIOL-L 211. Provides a rigorous exploration of the theory of evolution—the conceptual core of biology. Topics include origins and history of life; 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. II (even years)

**BIOL-L 321 Principles of Immunology (3 cr.)** P: BIOL-L 211. C: BIOL-L 311, BIOL-L 312. An introductory survey of the basic principles of immunology and their practical applications. I (even years)

**BIOL-L 323 Molecular Biology Laboratory (3 cr.)** P: BIOL-L 211. Manipulation and analysis of genes and gene products. Gene amplification, cloning, Southern blots and DNA sequence analysis. Column chromatography and gel electrophoresis of nucleic acids and proteins. II

**BIOL-L 342 Tropical Marine Biology Field Course (3 cr.)** P: BIOL-L 304. Tropical marine ecosystems will be examined in detail during a 10 day trip to field sites in the Caribbean or Central America. S (even years)

**BIOL-L 391 Special Topics in Biology (1-3 cr.)** P: BIOL-L 101, BIOL-L 102 or equivalent. Study and analysis of selected biological issues and problems. Topics vary from semester to semester. May be repeated for credit with different topics/titles.

**BIOL-L 403 Biology Seminar (1-3 cr.)** P: Senior standing, with major in biology. Individual presentations of recently published papers representing all areas of biological research. II

**BIOL-L 434 Marine Community Ecology (3 cr.)** P: One year of college biology and graduate student status. C: BIOL-L 509. Survey of physical and chemical oceanography and marine environments and communities. Credit allowed for only one of BIOL-L 304 or BIOL-L 434.

**BIOL-L 473 Ecology (3-4 cr.)** P: BIOL-L 101, BIOL-L 102, CHEM-C 106, 6 credit hours of upper-level, majors biology. Major concepts for ecology for science majors; relation of individual organisms to their environment, population ecology, structure and function of ecosystems. I (odd years)

**BIOL-L 474 Field and Laboratory Ecology (2 cr.)** P: BIOL-L 473. C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations and ecosystems. I (odd years)

**BIOL-L 490 Individual Study (1-12 cr.)** P: Written permission of faculty member supervising research is required. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than six credit hours. Section authorization. I, II, S

**BIOL-L 509 Field Exercises for Biology Education (1-5 cr.)** P: Graduate student status. C: BIOL-L 434 required. This is the field component of a linked pair of classes encompassing lecture, laboratory exercises and field experiences all focused on marine community ecology, intended for in-service middle school and high school science teachers and graduate students in the School of Education who hold or are seeking licensure in Secondary Education with certification to teach Life Sciences or Earth and Space Sciences.

**BIOL-M 430 Virology Lecture (3 cr.)** P: BIOL-L 211. BIOL-L 311, BIOL-L 312. Viruses of plants, animals (including humans), and bacteria; emphasis on molecular biology of viral systems. Viruses and human disease such

as cancer and AIDS; viruses and their evolution. I (odd years)

**BIOL-N 190 The Natural World (3-5 cr.)** Introduces students to the method of and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements.

**BIOL-N 200 Biology of Women (3 cr.)** This course examines the biological basis for bodily functions and changes that take place throughout the life of females. Credit not allowed toward a biology major. II

**BIOL-N 390 The Natural World (3 cr.)** P: One college-level biology course. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.

**BIOL-Z 373 Entomology (3 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 383. Biology of insects with emphasis on evolution, distribution, behavior and structure. I (even years)

**BIOL-Z 383 Laboratory in Entomology (2 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211. C: BIOL-Z 373 Examine structure, classification of insects. Prepare a collection. I (even years)

**BIOL-Z 460 Animal Behavior (3 cr.)** P: BIOL-L 101, BIOL-L 102, 6 credit hours of upper-level, majors biology. Introduction to the study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals in their natural environment. II (odd years)

## Undergraduate Business | BUS Business | BUS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**BUS-A 201 Introduction to Financial Accounting (3 cr.)** P: Sophomore standing. The concepts and issues associated with corporate financial reporting. Particular emphasis is placed on understanding the role of financial accounting in the economy and how different accounting methods affect the financial statements. I, II, S

**BUS-A 202 Introduction to Managerial Accounting (3 cr.)** P: BUS-A 201. The course covers the concepts and issues associated with accounting and the management of business. Particular emphasis is given to understanding the role of accounting product costing, costing and quality, cost-justifying investment decisions, and performance evaluation and control of human behavior. I, II, S

**BUS-A 205 Introduction to Financial Accounting-Honors (3 cr.)** P: Sophomore standing and consent of honors program director or instructor. Concepts and issues associated with corporate financial reporting; particular emphasis is placed on understanding the role of financial accounting in the economy, how different

accounting methods affect financial statements, and developing a basis for life-long learning.

**BUS-A 207 Introduction to Managerial Accounting-Honors (3 cr.)** P: BUS-A 201 or BUS-A 205 and consent of the honors program director or instructor. Concepts and issues of management accounting, budgeting, systems, cost determination, and analysis. With computer applications. The course integrates text material with computer-generated cases and analysis.

**BUS-A 311 Intermediate Accounting I (3 cr.)** P: BUS-A 202. Theoretical framework and application of generally accepted accounting principles to the preparation of financial statements, with emphasis upon the assets and liabilities of an enterprise. I, II, S

**BUS-A 312 Intermediate Accounting II (3 cr.)** P: BUS-A 311. A continuation of work begun in BUS-A 311. Theoretical framework and application of generally accepted accounting principles to the preparation of financial statements, with emphasis upon owners' equity and special topics such as earnings per share, pensions, leases, income tax allocation, and cash flow statement. I, II

**BUS-A 325 Cost Accounting (3 cr.)** P: BUS-A 202. Conceptual and procedural aspects of management and cost accounting. Product costing, cost control over projects and products; decision making emphasis; profit planning; quantitative modeling; and computer applications. I, II, S

**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. I, II

**BUS-A 335 Accounting for Government and Not-for-Profit Entities (3 cr.)** P: BUS-A 201. Introduction to fund accounting for governmental units, colleges/universities, hospitals, voluntary health and welfare, and other not-for-profit organizations. I, II

**BUS-A 337 Accounting Information Systems (2-3 cr.)** P: BUS-A 325, BUS-K 321. Framework for innovative ways to use technology to provide user support. Understand how technology is used as an enabler of organization activities and objectives. Topics include modeling business processes, revenue and expenditure cycles, information system architecture, systems analysis and design, internal control systems, and EDP controls. I, II

**BUS-A 339 Advanced Income Taxation (3 cr.)** P: BUS-A 328. A comprehensive study of the federal income tax structure with emphasis on taxation of business and tax planning for individuals. I, II

**BUS-A 424 Auditing and Assurance Services (3 cr.)** P: BUS-A 311, BUS-A 312, BUS-A 337. Public accounting organization and operation; review of internal control systems, verification of balance sheet and operating accounts; the auditor's opinion. I, II

**BUS-A 425 Contemporary Accounting Theory (3 cr.)** P: BUS-A 312. Development of accounting principles, theory of income determination, and presentation of financial condition. S

**BUS-A 490 Independent Study in Accounting (1-3 cr.)**

P: BUS-Z 302 and consent of instructor.

Cannot be substituted for required course(s). Supervised individual study and research in student's special field of interest. Written report required.

May be repeated with a different topic for credit.

**BUS-B 190 Principles of Business Administration**

**(3-4 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**BUS-B 399 Business and Society (3 cr.)**

P: BUS-B 190 or BUS-W 100, Junior standing. Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**BUS-D 300 International Business Administration**

**(3 cr.)** P: Junior standing, ECON-E 103, ECON-E 104 or equivalent, or consent of instructor. A general introduction to the main aspects of international business: (1) the impact of the political, economic, social, and cultural conditions in foreign countries on the conduct of business abroad; (2) the importance of supranational organizations, regional economic integration, and the foreign exchange market; and (3) the additional managerial problems of multinational companies in marketing, finance, production, strategy, and human resource management. I, II

**BUS-E 490 Professional Practice-Entrepreneurship**

**(1-3 cr.)** P: BUS-W 311 or consent of instructor. Research and analysis of current topics in entrepreneurship. Completed with assistance of field study.

**BUS-F 151 Personal Finances of the College Student**

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

**BUS-F 260 Personal Finance (3 cr.)** Financial problems encountered in managing individual affairs: family budgeting, installment buying, insurance, and home ownership.

**BUS-F 301 Financial Management (1.5-3 cr.)** P: BUS-A 201, ECON-E 104, ECON-E 270. 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. I, II, S

**BUS-F 302 Financial Decision Making (3 cr.)** P: BUS-F 301, BUS-K 321. An analysis of the interrelated financial systems of central banks, private banks, and

other sources and users of financial capital. Theoretical, empirical, policy and institutional issues are analyzed using economics and finance. Topics include the theory of money demand and supply, monetary policy and central banks, interest rate determination, financial intermediaries and international financial markets. I, II

**BUS-F 345 Money, Banking, and Capital Markets**

**(3 cr.)** P: BUS-F 301 or consent of instructor. A student may not receive credit for both BUS-F 345 and ECON-E 305. An analysis of the interrelated financial systems of central banks, private banks, and other sources and users of financial capital. Theoretical, empirical, policy and institutional issues are analyzed using economics and finance. Topics include the theory of money demand and supply, monetary policy and central banks, interest rate determination, financial intermediaries and international financial markets. II

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

P: BUS-F 301. A detailed examination of the management of equity and fixed income investments. The analysis of individual securities, the formation of these securities into portfolios, and the use of derivative securities to modify the return/risk profiles of more traditional stock and bond portfolios will be discussed.

**BUS-F 423 Topics in Investment (3 cr.)**

P: BUS-F 420. In-depth analysis of selected topics in security analysis, investment banking and portfolio construction. II

**BUS-F 444 Applications in Financial Management**

**(3 cr.)** P: BUS-F 301, BUS-F 302, or consent of instructor. An analytical approach to problems facing the financial executive. Cases selected cover financial decision-making processes with particular emphasis on valuation, working capital, capital budgeting, capital structure, and dividend policies. In addition, the course utilizes the computer in solving a variety of financial problems. II

**BUS-F 446 Bank and Financial Intermediation (3 cr.)**

P: BUS-F 301. The main topics 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 (3 cr.)**

P: BUS-Z 302 and consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Consent of instructor and written report required.

**BUS-F 494 International Finance (3 cr.)** P: BUS-F 301 or consent of instructor. Main course theme is how constraints in the international environment affect standard approaches to financial management. Environmental topics include: exchange rates, international equilibrium conditions, foreign exchange markets, and international banking. Managerial topics include: foreign exchange risk, capital budgeting difficulties, financing in international markets, multiple tax jurisdictions, and multinational accounting. II

**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 352 Health Care Financial Management (3 cr.)**

P: BUS-A 201, BUS-A 202. An introductory course that includes an overview of financial statements, costing of health care services, breakeven analysis, pricing decisions, budgeting, cost control, and basic financial management concepts such as time value analysis and financial risk. II

**BUS-H 354 Economics of Health Care (3 cr.)**

P: ECON-E 103, ECON-E 104. This course acquaints students with the application of economic principles to the delivery of health care services. It examines the demand-side and supply-side characteristics of health care, the economics of private and public health insurance, and the economic perspectives of health care policy. II

**BUS-H 402 Hospital Organization and Management (3 cr.)**

P: BUS-H 320. An overview of the governance, organization, and operational management of major institutions of health care delivery. Topics such as performance measurement, quality and economy, and organized physician and nursing services are included. I

**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. II

**BUS-J 401 Administrative Policy (3 cr.)**

P: BUS-D 300, BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, BUS-Z 302. Strategic planning; environmental analysis, internal analysis; policy formulation, organization methods, and executive control. Contemporary case studies are used to develop action-oriented plans affecting long-run consequences of both national and international operations of the firm. I, II, S

**BUS-K 201 The Computer in Business (2-3 cr.)**

Introduction to computer basics, information systems, and their application to managerial decision making. The course stresses end-user computing responsibility and explores current managerial issues in the hardware and software markets. Major topics include: microcomputer orientation; systems software; development software (BASIC language); commercial applications software (wordprocessing, spreadsheet, DBMS, and business graphic). I, II, S

**BUS-K 301 Enterprise Resource Planning (3 cr.)**

P: BUS-K 201. This course will provide an overview of ERP Systems. Topics will include principles of ERP, evolution of ERP and business process management, and ERP project planning and implementation. Will also include latest development in ERP application and exposure to an ERP software. I

**BUS-K 302 Introduction to Management Science (3 cr.)**

P: BUS-K 201 or equivalent. Introductory management science; a forecasting component comprises approximately 25 percent of the course. Introductory management science; a forecasting component comprises

approximately 25 percent of the course. Topics to be covered include multiple regression, smoothing techniques, network analysis; coverage may also include inventory theory, Markov processes, and goal programming. Heavy emphasis will be placed on the application of these topics to business decision making using computers. II

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

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

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

P: Sophomore standing. Credit not given for both BUS-L 201 and BUS-L 203. 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. Credit not given for both BUS-L 201 and BUS-L 203. I, II, S

**BUS-L 203 Commercial Law I (3 cr.)**

P: Sophomore standing. Credit not given for both BUS-L 201 and BUS-L 203. Law of business organizations and their liabilities (tort, antitrust, agency, partnership, and corporation law). Designed for accounting majors and others intending also to take BUS-L 303 to attain a rather broad and detailed knowledge of commercial law. I, II

**BUS-L 303 Commercial Law 2 (3 cr.)**

P: BUS-L 203 (BUS-L 201 may be accepted with consent of department). Emphasis on Uniform Commercial Code (sales, negotiable instruments and secured transactions), business organizations and relationships; bankruptcy; law of ownership. I, II, S

**BUS-M 255 Topics in Marketing (1-3 cr.)** Variable topic, variable credit course in Marketing.

**BUS-M 301 Introduction to Marketing Management (1.5-3 cr.)**

P: ECON-E 103. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm's point of view; marketing concept and its companywide 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. I, II, S

**BUS-M 303 Marketing Research (3 cr.)**

P: BUS-M 301, ECON-E 278, or consent of instructor. Focuses on the role of research in marketing decision making. Topics include defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, experimental design, and data analysis. I, II, S

**BUS-M 401 International Marketing (3 cr.)**

P: BUS-M 301. Application of strategic marketing concepts and theory to the international arena. Stresses development of global perspective in understanding the uncontrollable forces affecting international operations and their impact upon the marketing mix. Examines the various marketing functions within an international perspective. I, II

**BUS-M 405 Consumer Behavior (3 cr.)** P: BUS-M 301, or consent of instructor. Behavior of the buyer relevant to marketing decisions. Logic of market segmentation and recognition of customer heterogeneity. Buyer behavior analyzed in terms of customer's decision-making process, and models of individual and aggregate behavior. Specific attention to consumer behavior in retail markets and procurement behavior in industrial markets. I, II

**BUS-M 415 Advertising and Promotion Management (3 cr.)** P: BUS-M 301, or consent of instructor. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. 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. I, II

**BUS-M 418 Advertising Strategy (3 cr.)** P: BUS-M 415, or consent of instructor. Students must take BUS-M 415 in the fall semester to enroll in BUS-M 418 in the spring semester. Major managerial problems of promotion administration; advertising research, agency relationships, media concepts and strategy, appropriations and budgets, evaluation, coordination, regulation, and campaign planning. II

**BUS-M 419 Retail Strategy (3 cr.)** P: BUS-M 301, or consent of instructor. Management in retail and wholesale institutions; parallel and comparative treatment given to basic management problems and techniques relevant to both institutions. Basic marketing management variables, location and physical facilities, inventories, purchasing, pricing, and promotion. II

**BUS-M 426 Sales Management (3 cr.)** P: BUS-M 301, or consent of instructor. Management of the field sales force. Basic sales management concepts including organization and staffing, allocation of effort, control and evaluation. A portion of the course is devoted to the special problems of selling in the non-consumer market.

**BUS-M 450 Marketing Strategy (3 cr.)** P: BUS-M 301, one advanced marketing course, and senior standing; ideally taken in student's last semester. Focuses on marketing's role in gaining a sustainable competitive advantage. Topics include competitor analysis, customer analysis, marketing environmental analysis, market potential analysis, and managing competitive interaction. Emphasis is on applications through the use of case studies and/or marketing game simulation of competitive interaction and the development of a strategic marketing plan. II

**BUS-M 490 Special Studies in Marketing (1-3 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 (1.5-3 cr.)** P: Junior standing and ECON-E 270, BUS-K 321. A survey course concerned with the production and distribution of goods and services. It is a part of the integrated core, along with survey courses in finance and marketing. Topics include: inventory management, demand forecasting, aggregate production planning, materials requirements planning, shop scheduling, project management, quality control,

and layout and process design. The primary focus for integration is a case problem at the end of the semester. I, II, S

**BUS-P 490 Independent Study in Operations Management (1-3 cr.)** P: BUS-Z 302 or consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Consent of instructor and written report required.

**BUS-S 307 Data Management (3 cr.)** P: BUS-K 321, CSCI-A 201. The course provides the understanding of and skills in the design and implementation of business databases. Topics include conceptual design of database systems using the entity-relationship (ER) model, logical design and normalization, physical design, SQL as a query language, and the implementation of a relational database in an Oracle environment. I

**BUS-S 310 Systems Analysis and Project Management (3 cr.)** P: BUS-F 301, BUS-M 301, BUS-P 301; BUS-S 307 or concurrent. Analysis of an organization and the subsequent design of information systems to meet business requirements. Using the systems development life cycle, course covers information systems planning, specification of system requirements, and implementation of the design. Includes methods, techniques, and tools used to determine and document information requirements. II

**BUS-S 410 System Implementation (3 cr.)** P: BUS-K 301, BUS-S 310.

Effective development of an information system depends on proper utilization of a broad range of information technology, including database management systems, operating systems, computer systems, and telecommunications networks. The second course in a two-course sequence with BUS-S 310 that addresses the multi-phased process for developing information systems, this course would concentrate on using the results of systems analysis and design, typically documents in CASE technology, and either building or generating systems to meet these specifications. A semester-long project and various hands-on exercises provide practical experience in building, testing, and installing a system. S

**BUS-S 435 Advanced Topics in Computer Information Systems (3 cr.)** P: BUS-K 301, BUS-K 321, BUS-S 310 and consent of the department chairperson.

Variable topics course; topics offered will depend on student interest and faculty interest and expertise. Possible topics include telecommunications and networking, advanced systems development methods, data administration, and management of the information systems function. S

**BUS-W 311 New Venture Creation (3 cr.)** P: BUS-M 303. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely-held firm, sources of funds, preparation of a business plan, and negotiating. I

**BUS-W 406 Venture Growth Management (3 cr.)** P: BUS-W 311 and Junior standing.

For students interested in growth-oriented business. Legal structure, methods of beginning operations, necessary records, operating relationships, growth strategy, and sources of capital. Problems of acquiring and maintaining access to public financing—regulators, securities markets, and shareholders. II

**BUS-W 408 Practicum in Small Business (3 cr.)**

P: BUS-W 311 and BUS-W 406, or consent of instructor. Application of theory, knowledge, and techniques learned in previous business courses in analyzing actual business problems and in offering recommendations for their solutions. Students are assigned to small businesses in the local or nearby communities. II

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

P: BUS-Z 302. Analysis and development of organization design and change in order to increase organizational effectiveness.

**BUS-W 490 Independent Study in Business**

**Administration (3 cr.)** P: P: BUS-Z 302 and consent of instructor.

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

**BUS-X 102 Freshman Seminar in Business (3 cr.)**

P: ENG-W 131, ENG-W 233, POLS-Y 211, POLS-Y 214, POLS-Y 234.

Small class experience with faculty instructors. Introduction to college level business topics in thinking, research, and writing in a small group context. Topics will vary. Open only to Freshman.

**BUS-X 220 Career Perspectives (1-2 cr.)**

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

**BUS-X 310 Business Career Planning and Placement (3 cr.)**

Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job application methods, interview, initial conduct on job. Includes addresses by prominent business persons. Also open to juniors and seniors of other schools. I, II

**BUS-X 481 Undergraduate Internship in Business and Economics (3 cr.)**

This course engages students to learn in an area of a business of a non-profit organization that permits the student to apply the concepts, applications and skills that they have learned in the classroom. Each intern is mentored by a faculty from the School of Business and Economics.

**BUS-X 482 Undergraduate Field Project in Business and Economics (3 cr.)**

This course engages students

in conducting field projects in local businesses. Teams of up to three students work with host firms to identify real business problems ordered to their fields study in business and economics. The team of students work with a faculty advisor to formulate and implement solutions to "real world" business problems.

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

P: Junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from behavioral foundation toward an understanding of managerial processes.

**BUS-Z 404 Effective Negotiations (3 cr.)**

P: BUS-Z 440. This course covers collective bargaining as a broad construct which includes labor history and labor legislation, employee relations, employment involvement, work rules, discipline and complaint resolution, union organizing, unfair labor practices, negotiating strategies and practices, strikes, lockouts, and boycotts.

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

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

**BUS-Z 441 Wages 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 role of company, government, union, and employee in the design and administration of total compensation systems. A description of the type of wages and salary systems currently in use, the advantages and disadvantages, and extent of current use.

**BUS-Z 444 Personnel Research and Measurement (3 cr.)**

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 490 Independent Study in Personnel Management and Organizational Behavior (3 cr.)**

P: BUS-Z 302, for senior personnel students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

## Graduate Business | BUSB

### Graduate Business | BUSB

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**BUSB-A 501 Survey of Financial Accounting and Reporting (3 cr.)**

An examination of the basic concepts and procedures of accounting; the construction, analyses, and uses of financial statements; the implications of

accounting policy choices on management information and decisions; and the relationships of accounting to the disciplines of economics, finance, and others. Placement examination achievement may exempt one from this course.

**BUSB-A 502 Managerial Price Theory (3 cr.)** P: Phase I of M.B.A. or equivalent or permission of instructor. Application of microeconomic analysis to business decisions in forecasting, pricing, market development, competitive situations, profits, product demand, and costs. The objective is to provide a theoretical economic basis of thought to further competent decision making.

**BUSB-A 503 Statistical Applications (3 cr.)** P: BUSB-A 511. Nature and uses of statistical data in business including probability concepts, Bayesian statistics, regression analysis.

**BUSB-A 504 Management Information Systems (3 cr.)** P: Phase I of M.B.A. or equivalent. A systems approach to the developmental operation of management information resources. Major topics covered: system analysis, system design, the management of information systems, decision support systems, data base management systems. Other topics include: value and cost of information, programming language(s), library programs, hardware characteristics and user/system interaction.

**BUSB-A 511 Mathematical Tools in Business (3 cr.)** Equivalent to two years of high school algebra. Designed to provide the student who has little or no undergraduate background in statistics and calculus with at least minimum competence in some of the basic quantitative skills necessary for analytical work in business administration. A student may be exempt from this course by examination.

**BUSB-A 514 Survey of Economics (3 cr.)** Foundation course in economics, designed for students who have not taken a year of introductory economics, or whose background is inadequate for advanced coursework in economics. Covers both microeconomics and macroeconomics. This course is designed for "common body of knowledge" purposes. Satisfactory achievement on a placement examination may exempt one from this course.

**BUSB-A 525 Advanced Financial Practice (3 cr.)** P: BUS-A 312. Development of accounting principles; theory and practice of income determination and financial condition; specialized industries' accounting practices; special accounting problems in various entity forms; consolidated financial statements.

**BUSB-A 530 Advanced Auditing (3 cr.)** P: BUS-A 424. Ethics for accounting profession; legal liability; audit risk analysis; statistical sampling; EDP auditing; internal auditing; forensic auditing; international auditing standards.

**BUSB-A 531 Advanced Managerial (3 cr.)** P: BUS-A 325 or BUSB-F 503. Use of quantitative methods in managerial accounting; behavioral implications of budgeting and management reporting; activity based costing/management; industry applications of managerial accounting and reporting.

**BUSB-A 539 Advanced Tax Topics (3 cr.)** P: BUS-A 328. Internal Revenue Code and Regulations; advanced

aspects of income, deductions, exclusions, credits; special tax problems and issues in partnership and corporations.

**BUSB-A 545 International Accounting (3 cr.)** P: BUS-A 312. Currency translation, international harmonization, and financial control in multinational entities; develop sensitivity to national differences in form and content of financial statements; international accounting standards; international practice organizations and development of operations.

**BUSB-A 564 Interpretation and Analysis of Financial Statements (3 cr.)** P: BUS-A 312. This course provides students with the skills necessary to understand, analyze, evaluate, and use the information available in corporate financial reports. Investigates corporate financial statements and related disclosures primarily from the perspective of financial statement users. Consideration of issues faced by corporate managers as they design reporting strategy.

**BUSB-A 591 Advanced Independent Study (3 cr.)** Approved investigation of specific technical or theoretical topics, as agreed by student and instructor.

**BUSB-B 502 Organizational Behavior i (3 cr.)** A survey of major concepts relating to personality, learning, perception, motivation, leadership and group dynamics. Some emphasis is also placed on an analysis of organizational structures, management of change and organizational cultures. Exemption from this course is possible by passing the common body of knowledge placement examination for this area.

**BUSB-B 503 Leadership and Change (3 cr.)** P: Phase I and II of M.B.A. Role of the leader in responding to changing conditions and achieving sustainable competitive advantage via proud employees, loyal customers, and responsive systems. Leadership at the small group and executive levels is examined, using experiential learning and a team study of an actual organization.

**BUSB-C 502 Legal and Ethical Environment of Business (3 cr.)** P: Phase I of M.B.A. or equivalent. This is a survey of the legal environment within which business decisions are made. There is an examination of both the regulatory and ethical environment that affect the firm. The focus is upon the law of business organizations, including such areas as corporate securities, labor, employment discrimination, agency and tort law. Other areas that have an impact upon the firm, such as the international legal environment, are mentioned. Special attention is given to the impact that business firms have upon society, including the ethical questions in the legal regulation of business.

**BUSB-D 501 Management of Marketing (3 cr.)** P: BUSB-A 514. An overview of the managerial process of analysis, planning, implementation, and control of marketing programs in a competitive environment to enhance customer value and satisfaction. Analyzing market opportunity, selecting target markets, and developing and implementing marketing strategies. Satisfactory achievement on a placement examination may exempt one from this course.

**BUSB-D 502 Financial Management (3 cr.)** P: BUSB-A 501, BUSB-A 503, BUSB-A 514, or equivalent. An investigation of the theory of finance. The principal

objective of this investigation is to improve the business manager's ability to handle, with intelligence, the various financial problems confronting businesses of all sizes. Some of the topics covered include objectives of financial management, time value of money, risk analysis, CAPM, capital budgeting, cost of capital, cash flow analysis and multinational financial management. Satisfactory achievement on a placement examination may exempt one from this course.

**BUSB-D 503 Production Management (3 cr.)** P: Phase I of M.B.A. Production/operations management is concerned with the basic concepts, the interrelationships, and interfaces of mathematics models; design and process capability; flow processes as related to material flows, location of facilities, and product-line design; microproduction systems; the design and management of capacity; standards in work design, production, and quality; production and inventory management; and all associated interrelated systems of logistics and inventory control; supply chain management, process strategy, and capacity planning, material requirement planning (MRP), and management planning models.

**BUSB-E 510 Business Policy (3 cr.)** P: Phase I, II, and III of M.B.A. [except electives]. This is the capstone course for the M.B.A. program. An investigation of the foundations of managerial decision-making strategy. This emphasis is infused with traditional administration theory and contemporary organization theory. Included are such critical factors as a topology of policy decision, models of various decisional processes, the basis of its decisional power and its generation, and international business ventures.

**BUSB-F 503 Management Accounting Concepts (3 cr.)** P: Phase I and II of M.B.A. A comprehensive consideration of cost concepts and the use of accounting data for investment, production, and pricing decision making; systems for product cost determination; and planning and control systems for decision implementation, including standard costing, budgeting, and measuring performance.

**BUSB-F 506 Management of International Operations (3 cr.)** P: Phase I of M.B.A. or equivalent. The particular environmental and managerial problems of international business. The course covers some theoretical issues in economic development, direct foreign investment, cultural differences, and international trade. Managerial topics include the impact of political, economic, and sociocultural conditions on the conduct of businesses abroad and the necessary adaptations in corporate strategy, marketing, production, finance, and human resource management.

**BUSB-F 512 Advanced Administration Theory (3 cr.)** P: Phase I and II of M.B.A. An investigation of the political nature of organizations, the sources of organizational authority, the nature and motives of authority, and the types of power and status.

**BUSB-F 514 Investment Management (3 cr.)** P: Phase I and II of M.B.A. A blend of theory and description, including consideration of the capital markets and investment instruments. Investment management begins with an understanding of how to invest and how to make investment decisions. This course further exposes students to the analytical techniques of securities selection, examines the process of forming their own

portfolio by finding suitable securities, and instructs them how to manage this portfolio. Students should learn to think analytically and objectively in emulation of a professional investment manager. Allocation of investment capital and evaluation of the performances of the investment portfolio is part of the investment process that students learn.

**BUSB-F 517 Financial Markets and Institutions (3 cr.)** P: Phase I and II of M.B.A. Study of the aggregation and distribution of financial resources. Includes analysis of the money and capital markets, financial instruments and securities, interest rate theory, and the public and private institutions of our financial system.

**BUSB-F 520 Seminar in Business (3 cr.)** P: Phase I and II of M.B.A. Selected topics in business.

**BUSB-F 523 Managerial Decision Making Models (3 cr.)** P: Phase I and II of M.B.A. Analysis and application of management science models in business and managerial decision making environment. Subject covered: linear programming, transportation models, non-linear programming, integer programming, dynamic programming and other management science models.

**BUSB-F 530 International Finance (3 cr.)** P: Phase I of M.B.A. or equivalent. Introduction to both the macro and the micro aspects of international finance. This course covers topics in the international financial environment such as the foreign exchange markets, balance of payments, and international financial equilibrium relationships. Topics in international corporate finance include exchange risk management, multinational capital budgeting, and trade finance.

**BUSB- 533 Communication Skills (3 cr.)** P: Phase I and II of M.B.A. Skills and techniques for successfully communicating with clients, personnel, and the public; analysis and application of communication strategies; oral presentation skills, listening skills, writing skills; professional reports content and presentation; multimedia technology aids for effective communications; developing and implementing communication plans and strategies, content, and approach; different types of focused communication contexts; nonverbal and verbal messages; adjusting attitudes with communications; overcoming communication barriers.

**BUSB-F 538 Leadership, Negotiation, and Human Resource Management (3 cr.)** P: Phase I and II of M.B.A. program. Assessment, learning, analysis, practice, and application of leadership skills, self-awareness, time and stress management, delegation and empowerment, power and influence, motivation, problem solving, creativity and innovation, interpersonal communication, negotiation, conflict management, and teamwork. I, II

**BUSB-F 542 Strategic Financial Management (3 cr.)** P: Phase I of M.B.A. or equivalent. Study of financial concepts and strategies that maximize the value of the firm. Topics include incorporation of financial forecasting, capital budgeting, capital structure analysis, mergers and acquisitions, financial instruments, lease financing, stock dividends, risk analysis, etc., and case studies.

**BUSB-F 590 Independent Study (3 cr.)** P: Phase I and II of M.B.A., permission of instructor, and approval of the program director. For students who wish to pursue special

research problems in their M.B.A. program. Student is limited to one independent study course.

**BUSB-G 513 Personnel Management (3 cr.)** P: Phase I and II of M.B.A. An examination of the organization and administration of the personnel function. Deals with the relations of the personnel department to operating departments. Appraisal of personnel practices and policies.

**BUSB-K 501 Computer Skills for Management (1 cr.)** The course is designed to build computer skills of entering graduate business students. Topics will include spreadsheet, database, presentation, statistics, and Internet tools. Coverage of topics will be accomplished through hands on use of popular application packages.

**BUSB-K 505 Management of Information Technology Projects (3 cr.)** P: BUSB-D 503, BUSB-F 523, and CSCI-A 510. This course is to provide in-depth knowledge and training in the management of IT Projects. After completing this course, the student should know what must be done to complete small or large IT Projects and should possess skills in the tools employed in IT Project Management.

**BUSB-K 506 Website Development Techniques (3 cr.)** P: CSCI-A 505. The course provides students with knowledge and skills in the development of websites to support electronic commerce. The emphasis in the course is on effective design and implementation issues related to web applications for business. Students are expected to become conversant with the tools and techniques used by builders of websites. Topics include the technology of the Internet, core network protocols, agents, commerce client technology, and system design principles, among others.

**BUSB-K 507 Enterprise Resource Planning (3 cr.)** P: BUSB-A 501, BUSB-D 501, BUSB-D 502, BUSB-D 503, and BUSB-F 523. Provides an overview of the enterprise resource planning (ERP) field to students. Topics covered include principles of enterprise resource management, history of ERP, and differences between function-oriented enterprise management and process-oriented management. It covers issues related to planning and implementation of ERP systems. An ERP software (SAP R/3) is used throughout the course to analyze various issues.

**BUSB-K 510 Decision Support Systems (3 cr.)** P: CSCI-A 510 and BUSB-F 523. The course provides in-depth knowledge and training in adapting a variety of tools and techniques to develop decision support systems in support of complex decision problems.

**BUSB-K 515 Electronic Commerce (3 cr.)** P: CSCI-A 510 and BUSB-K 506. The course provides the technical, legal, and business concepts and skills required to manage a firm's activities related to doing business via computer networks. Primary emphasis is on assuring that students understand the full spectrum of issues related to e-commerce.

**BUSB-K 520 Business Process Reengineering Through Information Technology (3 cr.)** P: BUSB-K 505 and BUSB-K 510. The course demonstrates, directly and by case studies, the relationships between business process and information systems, human resources, and

organizational capabilities that support the performance of processes.

**BUSB-K 585 Seminar in Management of Information Technology I (3 cr.)** P: BUSB-K 510 and BUSB-K 520. This advanced seminar addresses important current topics on a variable basis. Possible topics include: artificial intelligence and intelligent agents, data warehouse and mining, groupware, human-computer interaction, information systems effectiveness, interorganizational systems, knowledge management, managerial and organizational cognition, strategic information systems, virtual organizations and emergent communities, design of distributed systems, enterprise architecture, global information technology, neural networks, simulation, and software engineering.

**BUSB-M 503 Applied Marketing Research (3 cr.)** The purpose of this course is to introduce you to the very important area of Marketing Research. This is the most basic course that explains different ways of identifying, collecting, and analyzing information about consumers, competitors, and the environment. Such information is critical to make future marketing strategies more efficient and effective. Taking examples from a number of different business sectors, this course will highlight the importance of marketing research in the business world today and for your marketing careers.

**BUSB-M 544 Managing Advertising and Sales Promotion (3 cr.)** P: BUSB-D 501. Objectives of This Course: 1. The basic advertising and sales promotion concepts will be discussed; 2. The roles of the promotion function within the organization will be examined.; 3. However, the design, management, and integration of a firm's promotional strategy will be emphasized.

**BUSB-M 550 Consumer Insights (3 cr.)** Understanding customers is fundamental to the success of any organization. More importantly (to students' careers), success of marketing initiatives hinge on achieving desired customer responses, which in turn lead to good financial outcomes. The purpose of this course is to provide students with a structured approach to understanding customer responses in its many forms.

**BUSB-M 590 Independent Study in Marketing (1-3 cr.)** Independent study projects must have the approval of the faculty member supervising the work, the department chairperson, and the B.A. office. For advanced MBA students engaged in special study projects.

**BUSB-M 594 Global Marketing Management (3 cr.)** This course focuses on the realities of global market competition, successful penetration of non-domestic markets, and competitive effectiveness in home markets. Coverage includes the global market environment; global marketing strategy concepts; penetration strategies for non-domestic markets; multinational marketing strategy problems; regional market analysis.

**BUSB-X 591 Graduate Internship in Business and Economics (2-6 cr.)** This course engages students to learn in an area of the organization that permits to apply the concepts, applications, and skills that they have learned in the classroom. Each intern is mentored by a faculty from the School of Business and Economics.

**BUSB-X 592 Graduate Field Project in Business and Economics (3 cr.)** This course engages students in conducting field projects in local business. Teams of up to three students work with host firms to identify real business problems related to their fields of study in business and economics. The team of students works with a faculty advisor to formulate and implement solutions to "real-world" business problems.

## Chemistry and Biochemistry | CHEM Chemistry and Biochemistry | CHEM

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

### CHEM-C 101 Elementary Chemistry 1 (3-5 cr.)

P: MATH-M 107 or Level 4 on the mathematics placement examination. When followed by CHEM-C 102, satisfies programs that require only two semesters of chemistry. Credit given for only one of the courses CHEM-C 101, CHEM-C 105. CHEM-C 101 may be taken without credit in preparation for CHEM-C 105. Usually taken concurrently with CHEM-C 121. Introduction to chemistry. The two sequences, CHEM-C 101-CHEM-C 121 and CHEM-C 102-CHEM-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of CHEM-C 101-CHEM-C 121 and CHEM-C 102-CHEM-C 122 is granted only in exceptional cases. May be taken in preparation for CHEM-C 117-CHEM-C 127 by students with deficiencies in chemistry. Credit given for only one of CHEM-C 101-CHEM-C 121 or CHEM-C 103. I, II, S

### CHEM-C 102 Elementary Chemistry 2 (3-5 cr.)

P: CHEM-C 101 and CHEM-C 121 or one year of high school chemistry with a grade of C or higher. CHEM-C 102 may not be substituted for CHEM-C 106 or CHEM-C 341. Credit given for only one of the courses CHEM-C 102, CHEM-C 106. Introduction to the organic and biochemistry, organic compounds and their reactions. Lecture and discussion. I, II, S

### CHEM-C 105 Principles of Chemistry I (3-5 cr.)

P: One year of high school chemistry or CHEM-C 101; MATH-M 107 or Level 4 on the mathematics placement examination; CHEM-C 125 concurrently. Credit given for only one of the courses CHEM-C 100, CHEM-C 101, CHEM-C 105. Basic principles, stoichiometry, thermochemistry, atomic and molecular structure, gases, solution, and topics in descriptive chemistry.

### CHEM-C 106 Principles of Chemistry II (3-5 cr.)

P: CHEM-C 105, CHEM-C 125. C: CHEM-C 126. CHEM-C 102 may not be substituted for CHEM-C 106 or CHEM-C 341. Credit given for only one of the courses CHEM-C 102, CHEM-C 106. Chemical equilibria with emphasis on acids, bases, solubility, electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. II

**CHEM-C 120 Chemistry Laboratory (2 cr.)** P: CHEM-N 190. C: CHEM-N 190. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. Intended as laboratory component of C100. Illustration of chemical principles with application to biology, the environment, and health. Primarily for non-majors requiring one semester of laboratory chemistry. I, II, S

**CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)** P: CHEM-C 101. Laboratory component of CHEM-C 101. C: CHEM-C 101. Laboratory component of CHEM-C 101. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. Introduction to the techniques and reasoning of experimental chemistry. I, II, S

### CHEM-C 125 Experimental Chemistry I (2 cr.)

C: CHEM-C 105. Credit given for only one of the courses CHEM-C 120, CHEM-C 121, CHEM-C 125. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, and synthesis. I

### CHEM-C 126 Experimental Chemistry II (3 cr.)

P: CHEM-C 125. C: CHEM-C 106. A continuation of C125 with emphasis on: equilibria; qualitative analysis; acids and bases; and oxidation reduction, including electrochemistry, chemical kinetics, and synthesis. II

**CHEM-C 208 Problems and Reports (1-3 cr.)** P: One year in chemistry. Intended primarily for non-majors who would like to investigate a topic relating to chemistry and its applications. Laboratory, independent reading, and consultation with faculty advisor to be arranged. I, II, S

**CHEM-C 301 Chemistry Seminar 1 (1 cr.)** P: Senior standing. Independent study and reading with emphasis on basic chemistry and interdisciplinary applications. Oral and written research reports and discussions by students and faculty. II

**CHEM-C 310 Analytical Chemistry (2-5 cr.)** P: CHEM-C 341, MATH-M 125, CHEM-C 361 C: CHEM-C 361 Fundamental analytical process, including solution equilibria, electrochemical theory and applications, and chemical methods of separation and measurement. Lecture and laboratory. I

**CHEM-C 335 Inorganic Chemistry Laboratory (1-3 cr.)** P: CHEM-C 430. C: CHEM-C 430. Laboratory component of CHEM-C 430. Preparation of inorganic and organometallic compounds illustrating special and advanced techniques, including characterization by modern physical methods. Laboratory. II

### CHEM-C 341 Organic Chemistry 1 Lectures (3-3 cr.)

P: CHEM-C 106, CHEM-C 126. Credit given for only one of the courses CHEM-C 341, CHEM-C 102. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. I

### CHEM-C 342 Organic Chemistry Lectures 2

**(3 cr.)** P: CHEM-C 341. Syntheses and reactions of polyfunctional compounds, natural and industrial products. II

### CHEM-C 343 Organic Chemistry Laboratory 1 (1-2 cr.)

P: CHEM-C 341. C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry, spectroscopy, and the use of general synthetic methods. I

### CHEM-C 344 Organic Chemistry Laboratory 2

**(1-2 cr.)** P: CHEM-C 343, CHEM-C 342. C: CHEM-C 342 Preparation isolation, and identification of organic compounds; emphasis on modern research methods. II

**CHEM-C 361 Physical Chemistry of Bulk Matter (3-4 cr.)** P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 222, MATH-M 301 or MATH-M 311. 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. This course includes laboratory exercises in physical chemistry, covering the material of CHEM-C 361 and CHEM-C 362. Lecture, discussion, and laboratory. II

**CHEM-C 409 Chemical Research (1-3 cr.)** A research thesis is required. (1-5 cr. each semester, 10 cr. maximum) For outstanding students. Cannot be substituted for any chemistry course. May not be used to satisfy upper-level laboratory hour requirement in a B.S. major; may not be used in fulfillment of chemistry major hours in a B.A. major. Written research thesis is required. I, II, S

**CHEM-C 410 Principles of Chemical Instrumentation (3 cr.)** P: CHEM-C 310, CHEM-C 361. Theory and practice of modern analytical methods, including electro-analytical techniques, quantitative spectrophotometry, magnetic methods, extraction, and chromatography. Lecture and laboratory. II

**CHEM-C 430 Inorganic Chemistry (3 cr.)** P: CHEM-C 361 and CHEM-C 362. C: CHEM-C 335. Structure and bonding of inorganic compounds; survey of chemistry of non-metal and metal elements, organometallic compounds, mechanisms and reactions.. II

**CHEM-C 443 Organic Spectroscopy (3 cr.)** P: CHEM-C 342, CHEM-C 361, CHEM-C 362. C: CHEM-C 362. Elucidation of molecular structures, by use of ir, uv, nmr, and mass spectroscopy, and other methods. II

**CHEM-C 484 Biomolecules and Catabolism (3 cr.)** P: CHEM-C 342, one biological sciences course Credit not given for both CHEM-C 484 and CHEM-C 483. Structure and function of cellular components and the generation of phosphate-bond energy. Lecture and discussion. I

**CHEM-C 485 Biosynthesis and Physiology (3 cr.)** P: CHEM-C 483 or CHEM-C 484. Biosynthetic pathways, control of metabolism, and drug design. II

**CHEM-C 486 Biological Chemistry Laboratory (2-3 cr.)** P: CHEM-C 483 or CHEM-C 484. C: CHEM-C 483 or CHEM-C 484. Laboratory experience in biochemistry, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization by electrophoresis, centrifugation, spectroscopic methods; and chromatography. I

**CHEM-N 190 The Natural World (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S

**CHEM-N 390 The Natural World (3-5 cr.)** P: CHEM-C 106. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and

ethical dimensions of scientific research and technological advancement. I

**CHEM-Y 398 Professional Practice in Chemistry (1-6 cr.)** P: Departmental approval. Designed to provide opportunities for students to receive credit for career-related, full-time work. Evaluation by employer and undergraduate advisor. Course credit may count as elective hours in the Bachelor of Science and Bachelor of Arts in chemistry majors. I, II, S

## Cognitive Science | COGS

### Cognitive Science | COGS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**COGS-B 190 Human Behavior and Social Institutions-How the Mind Works: Exploration in Cognitive Science (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual of institutional behavior. II

**COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences (3-4 cr.)** Foundational introduction to the cognitive and information sciences. The primary themes are: (1) causal issues such as functional and computational architecture (e.g., modularity, effectiveness, and implementation, analog/digital), neuroscience, and embodied dynamics; and (2) semantic issues such as meaning, representation, content, and information flow. The role of both themes in logic, perception, computation, cognition, and consciousness. Throughout, an emphasis on writing, analysis, and exposition.

## College of Arts and Sciences | COAS

### College of Arts and Sciences | COAS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**COAS-Q 110 Introduction to Information Literacy (1 cr.)** This course examines information structure and organization, as well as teaching techniques and skills for effectively identifying, acquiring, evaluating, using, and communicating information in various formats.

**COAS-Q 400 Job Search Strategies for Liberal Arts Students (1-2 cr.)** Emphasis on identifying each individual's marketable skills, locating job possibilities, writing resumes and correspondence, and interviewing for jobs. Stresses the value of the arts and sciences degree in the competitive labor market.

**COAS-Q 510 Topics in Information Literacy (1 cr.)** Examines the research process that students must master to succeed in graduate school. Student will: gain both a practical and theoretical understanding of the organization of academic literature and the nature of information structure and organization; learn effective information retrieval methods; and apply critical thinking principles when utilizing information resources.

## Communication and Culture | CMCL

### Communication | CMCL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### CMCL-C 203 Gender, Sexuality, and the Media (3 cr.)

Theory and practice of public speaking; training in thought process necessary to organize speech content; analysis of components of effective delivery and language.

## Comparative Literature | CMLT

### Comparative Literature | CMLT

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### 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 253 Third World and Black American Films (3 cr.)

Black American Films - both within the Hollywood "mainstream" and from the more independent producers; films from Africa, India, and Latin America. Discussion and analysis of the individual films as well as their cultural backgrounds.

#### CMLT-C 290 Survey of Film History (3 cr.)

An overview of film history from its beginnings to the present, emphasizing major developments in narrative cinema.

#### CMLT 293 History of the Motion Picture I (3 cr.)

Credit not given for both CMLT-C 294 and CMLT-C 394. This course studies the evolution of cinema as an institution and art form, moving from the origins of cinema in the late 19th century through World War II.

#### CMLT-C 294 History of the Motion Picture II (3 cr.)

This course studies major national cinemas and film movements from post-World War II to the present.

#### CMLT-C 297 Film Genres (3 cr.)

This course investigates the nature, particularly the political nature, of genre films. Topics covered may include genre cycles, and gender and genre. Genres covered may include melodrama, comedy, action, science fiction, the western, and the thriller, as well as others.

#### CMLT-C 310 Literature and Film (3 cr.)

This course focuses on both literary analysis and formal film analysis. Study the relationship between the literary and the cinematic version of several texts, and consider the strategies, agendas, and pleasures of each version, and of the process of adaptation itself.

**CMLT-C 390 Film and Society (3 cr.)** Topic varies: film in relation to politics, ideology, and social history. May be repeated twice for credit.

**CMLT-C 393 History of European and American Films 1 (3 cr.)** Survey of the development of cinema during the period 1895-1926 (the silent film era).

**CMLT-C 394 History of European and American Films 2 (3 cr.)** CMLT-C 394 is 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 395 The Documentary Film (3 cr.)** Although some of the earliest films ever made were documentaries, the end of the twentieth century witnessed a rise in reality-based filmmaking. This course studies the history of the documentary film and its efforts to represent "reality" and "truth."

**CMLT-C 491 Authorship in the Cinema (3 cr.)** Topic varies: in-depth analysis of individual filmmakers, viewed as "authors." May be repeated twice for credit.

#### CMLT-C 603 Topics in Comparative Literature (4 cr.)

Explores specific problems between two literatures or between literature and another area in the humanities. Variable topics course; may be repeated once for credit. May be repeated twice for up to 8 credits.

#### CMLT-T 190 Literary and Intellectual Traditions (3 cr.)

Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.

#### CMLT-T 390 Literary and Intellectual Traditions (3 cr.)

Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self; of truth; of beauty; of community; of nature; of conflict. Writing intensive, discussion focused. Attention to primary texts and research materials.

## Computer Science | CSCI

### Computer Science | CSCI

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### CSCI-A 106 Introduction to Computing (3 cr.)

May not be taken for graduation credit after CSCI-C 101. he use of computers in everyday activities. How computers work; use of packaged programs for word processing, spreadsheets, file management, communications, graphics, etc. lecture and laboratory. I, II, S

#### CSCI-A 107 Advanced Microcomputing (4 cr.)

P: CSCI-A 106 or equivalent. Introduction to computer programming utilizing languages within standard application tools. Emphasizes problem solving, interface design principles, and documentation writing. I, II

#### CSCI-A 150 Introduction to Operating Systems (1 cr.)

P: CSCI-A 106 or equivalent. Study of the basic concepts of operating systems. Understanding the role of operating systems in providing a virtual machine interface. Understanding the relationship between the hardware and operating system. Survey of the user-level operating system facilities and commands. II

#### CSCI-A 201 Introduction to Programming I (3-4 cr.)

P: MATH-M 14. 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. I, II, S

**CSCI-A 290 Tools for Computing (1-4 cr.)** Exploration of topics in computing. Common topics include tools for power users. May be repeated for up to 6 credits.

**CSCI-A 338 Network Technologies and Systems Administration (4 cr.)** P: CSCI-A 150. Does not satisfy a computer science elective requirement. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience.

**CSCI-A 340 An Introduction to Web Programming (3 cr.)** P: CSCI-A 201 or CSCI-C 101. Does not satisfy a computer science elective requirement. An introduction to programming web documents, including HTML, JavaScript and Perl. Creation of a simple web site, including a home page with dynamic elements, using both client-side and server-side techniques. (Not intended for computer science majors.) II

**CSCI-A 504 Introductory C++ Programming (2 cr.)** Undergraduate computer science majors should take CSCI-C 101. Credit not given for both CSCI-A 504 and CSCI-C 101. Topics include aspects of C++ that are not object-oriented, basic data structures, standard libraries, and Unix tools for project management. I, II, S

**CSCI-A 505 Object Oriented Programming (4 cr.)** Fundamental concepts of software engineering, algorithm development, computer programming, objects, and data structuring. Emphasis on understanding how software is developed, writing small programs, and learning to read code with understanding. Will include a weekly closed laboratory session for most of the course. I, S

**CSCI-A 506 Object-Oriented Programming C++ (2 cr.)** P: CSCI-A 504. Credit not given for both CSCI-A 506 and CSCI-C 201. Undergraduate computer science majors should take CSCI-C 201. Topics include objects, classes, encapsulation, inheritance, polymorphism, templates, and exceptions. I, II

**CSCI-A 510 Database Management Systems (3 cr.)** P: CSCI-A 505. Fundamental concepts and practices in design and implementation of database management systems. Topics include data modeling, functional dependencies, normalization, relational, hierarchical, network and object oriented data models, relational algebra, relational calculus, data definition and manipulation languages, SQL, recovery, concurrency, security, distribution and integrity of data. II

**CSCI-A 515 Telecommunications and Computer Networking (4 cr.)** P: CSCI-A 505. Fundamental concepts and technologies used in design of computer networks and the Internet. The architecture of the Internet and performance issues. Low-level technologies ranging from Ethernet to wireless will be compared. Packet switching and virtual circuits. Core protocols of the Internet: TCP (Transport Control Protocol) and IP (Internet Protocol). Ongoing and future changes in the Internet. I

**CSCI-A 593 Computer Structures (3 cr.)** P: CSCI-A 506 or CSCI-C 201. Credit not given for both CSCI-A 593 and CSCI-C 335. Undergraduate computer science majors should take CSCI-C 335. Structure and internal operation of computers. The architecture and assembly language programming of a specific computer are stressed, in

addition to general principles of hardware organization and low-level software systems. Lecture and laboratory. I, II

**CSCI-A 594 Data Structures (3 cr.)** P: CSCI-C 201, CSCI-C 506. Credit not given for both CSCI-A 594 and CSCI-C 243. Undergraduate computer science majors should take CSCI-C 243. Systematic study of data structures encountered in computing problems; structure and use of storage media; methods of representing structured data; and techniques for operating on data structures. Lecture and laboratory. I, II

**CSCI-B 100 Problem Solving Using Computers (4 cr.)** This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real-world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques. I, II, S

**CSCI-B 401 Fundamentals of Computing Theory (3 cr.)** P: CSCI-C243, CSCI-C250. Fundamentals of formal language theory, computation models and computability, the limits of computability and feasibility, and program verification.

**CSCI-B 424 Parallel and Distributed Programming (3 cr.)** P: CSCI-C 243. P or C: MATH-M 301. Credit not given for both CSCI-B 424 and CSCI-B 524. Overview of parallel computers, shared memory, message passing, MIMD and SIMD classifications. Understanding and use of message passing and synchronization facilities such as MPI. Study of parallel programming models such as master-slave, client-server, task-farming, divide-and-conquer, and pipelining. Performance analysis of parallel systems, execution time, time complexity, load balancing, and scalability.

**CSCI-B 438 Fundamentals of Computer Networks (3-4 cr.)** P: CSCI-C 243, CSCI-C 335. History, theory, and design of data communicating between devices. Topics include history of computer networks, network architecture and topology, local- and wide-area networks, ISO network layers, current and future IEEE standards for networks, and network operating systems.

**CSCI-B 451 Security in Computing (3 cr.)** P: CSCI-C 335. An introduction to computing security to include confidentiality, integrity and availability triad, cryptography, software security, operating system security, trusted operating system design and evaluation, authentication, network threats and defenses, security management, legal aspects of security, privacy and ethics.

**CSCI-B 503 Algorithms Design and Analysis (3 cr.)** P: CSCI-C 243 and MATH-M 260 or MATH-M 365 or MATH-M 463. Credit not given for both CSCI-C503 and C455. 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. II

**CSCI-B 524 Parallelism in Programming Languages and Systems (3 cr.)** P: CSCI-C 243, MATH-M 301. Credit

not given for both CSCI-B 524 and B424. Fundamentals of parallel computation, with an emphasis on parallel programming methodology and programming languages. Topics include: parallel algorithms. Major paradigms for parallel software construction: data parallelism, task/thread parallelism and CSP. Compiling programs for parallel computers.

**CSCI-B 538 Networks and Distributed Computing (3 cr.)** P: CSCI-B 438. R: CSCI-C 435. Advanced concepts and technologies of computer networks. Protocols and protocol stacks. Client-server models. Distributed object technology. High-performance and high-bandwidth techniques. Distributed operating systems. I

**CSCI-B 541 Hardware System Design I (3 cr.)** P: CSCI-C 243, CSCI-C 335, PHYS-P 303. Credit not given for both CSCI-B 541 and CSCI-C 421. Structured approach to hardware design, exposing performance factors as well as target technologies and their influence on the design process. Basic training in the use of design and simulation software. Lecture and laboratory.

**CSCI-B 551 Elementary Artificial Intelligence (3 cr.)** P: CSCI-C 251. Credit not given for both CSCI-B 551 and C463. Introduction to major issues and approaches in artificial intelligence. Principles of reactive, goal-based, and utility-based agents. Problem-solving and search. Knowledge representation and design of representational vocabularies. Inference and theorem proving, reasoning under uncertainty, planning. Overview of machine learning.

**CSCI-B 553 Neural and Genetic Approaches to Artificial Intelligence (3 cr.)** P: Permission of instructor. Approaches to the design of intelligent systems inspired by nervous systems, evolution, and animal behavior. Distributed and perceptually-grounded representations. Temporal processing. Perception and action. Genetic search. Unsupervised and reinforcement learning. Comparison of symbolic, subsymbolic, and hybrid approaches to intelligence.

**CSCI-B 561 Advanced Database Concepts (3 cr.)** P: CSCI-C 442. Database models and systems: specially relational and object-oriented, relational database design theory, structures for efficient data access, query languages and processing, database applications development, views. Transaction management: concurrency and recovery.

**CSCI-B 581 Advanced Computer Graphics (3 cr.)** P: CSCI-C 243, C: MATH-M 301. Credit not given for both CSCI-B 581 and C481. 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.

**CSCI-B 582 Image Synthesis (3 cr.)** P: CSCI-C 481 or CSCI-B 581. Raster image display: color theory, gamma correction, and filtering. Advanced shading methods: local illumination models, global illumination models. Surface display, including ray tracing and Z-buffering. Solid modeling; spline surfaces, CSG, superquadrics,

and deformations. Scientific visualization: isosurfaces and volume rendering.

**CSCI-B 583 Game Programming and Design (3 cr.)** P: CSCI-B 581 or CSCI-C 481. Programming techniques and data structures for game implementation, elements of game design, current trends in the game industry, game theory, social aspects, and elements of artificial intelligence in games.

**CSCI-B 651 Natural Language Processing (3 cr.)** P: CSCI-C 463 or CSCI-B 551. Theory and methods for natural language processing. Algorithms for sentence parsing and generation. Context-free and unification grammars. Question-and-answer systems. Analysis of narratives. Finite-state approaches to computational phonology and morphology. Machine translation. Machine learning of natural language. Speech recognition. Neural-network and statistical alternatives to symbolic approaches.

**CSCI-B 657 Computer Vision (3 cr.)** P: CSCI-C 463 or CSCI-B 551. Concepts and methods of machine vision as a branch of artificial intelligence. Basics of digital image processing. Local and global tools for deriving information from image data. Model-based object recognition and scene understanding.

**CSCI-B 689 Topics in Graphics and Human Computer Interaction (1-6 cr.)** P: Instructor's permission. Special topics in graphics and human-computer interaction. May be repeated for credit, with permission. May be repeated for up to 6 credits.

**CSCI-C 101 Computer Programming I (3-4 cr.)** P: MATH-M 14 or Math Placement Exam Level 3. Fundamental concepts of computer programming, algorithm development, and data structuring. I, II, S May be repeated for up to 30 credits.

**CSCI-C 151 Multiuser Operating Systems (2 cr.)** P: CSCI-C 101. Survey of operating system facilities and commands. Installation and maintenance of operating systems such as Linux. Understanding process management, file systems, memory and virtual memory management issues. Understanding networking and its role in modern computing environments. Operating system security. Writing shell scripts and batch files. Societal issues surrounding the use and administration of multiuser operating systems. I, II

**CSCI-C 201 Computer Programming II (3-5 cr.)** P: CSCI-C 101. A first course in computer science for those intending to take advanced computer science courses. Introduction to algorithm design, programming and analysis. Using Scheme programming language, course covers procedural, data, and syntactic abstractions, and use of several programming paradigms, including functional, imperative, logical and object-oriented. No credit for both CSCI-C 201 and CSCI-S 201. I, II

**CSCI-C 243 Introduction to Data Structures (3-4 cr.)** P: CSCI-C 151, CSCI-C 201, MATH-M 125 or above. C: CSCI-C 151 may be taken concurrently with CSCI-C 243. Introduction to data structure concepts and common applications. Structures to be discussed include strings, lists, queues, stacks, graphs, trees, sequential files,

random files, and indexed sequential files. Practical applications and algorithms are stressed. I, II

**CSCI-C 250 Discrete Structures (0-3 cr.)** Mathematical foundations of computing including: set theory, propositional and predicate logic, arguments and patterns of inference, proofs of correctness and mathematical induction. Formal logic, argumentation and verification (proof) are also examined in the context of every day critical thinking. I, II

**CSCI-C 251 Foundations of Digital Computing (3-4 cr.)** P: CSCI-C 243 and MATH-M215. 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 297 Sophomore Topics in Computer Science (2-4 cr.)** Selected topics in computer science appropriate to the student in or nearing the end of the sophomore year. Course may cover a topic selected from but not limited to the following list: programming languages, computer graphics, artificial intelligence, ethics in data processing, and database system. Credit not given for both CSCI-C 297 and CSCI-D 285 in excess of 9 credit hours. May be repeated for up to 9 credits.

**CSCI-C 308 System Analysis and Design (1-4 cr.)** P: CSCI-C 243. The software development life cycle, structured top-down and bottom-up design, data flow diagramming, entity relationship modeling, study of computer-aided software engineering, I/O design and validation, file and database design, design of user interfaces, comparison of structured vs. object-oriented design. A team project is completed. I

**CSCI-C 311 Programming Languages (3-4 cr.)** P: CSCI-C 243, CSCI-C 335. 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. Computer architecture and machine language, internal data representation, assembly systems, macros, program segmentation and linking, I/O devices, serial communication. Projects to illustrate basic machine structure and programming techniques. I, II

**CSCI-C 421 Digital Design (3-4 cr.)** P: CSCI-C 243, CSCI-C 335, PHYS-P 303. 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 1 (3-4 cr.)** P: CSCI-C 311. Design and construction of assemblers, macro processors, linkers, loaders, and interpreters. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization. Extensive laboratory exercises.

**CSCI-C 435 Operating Systems 1 (3-4 cr.)** P: CSCI-C 243, CSCI-C 335, and three additional computer science courses above the level of CSCI-C 243. Organization and construction of computer systems that manage computational resources. Topics include specification

and implementation of concurrency, process scheduling, storage management, device handlers, mechanisms for event coordination such as interruption, exclusion, and synchronization. Extensive laboratory exercises II

**CSCI-C 441 Information Organization and Retrieval (3 cr.)** P: CSCI-C 243. Organization and logic design of digital systems. Course presents a structured design philosophy, emphasizing hardwired and micro-programmed control. Boolean algebra, hardware building blocks, circuit synthesis, micro-programming. In the laboratory students build, study, and debug a working minicomputer from elementary hardware components. Lecture and laboratory.

**CSCI-C 442 Database Systems (3 cr.)** P: CSCI-C 308. 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. II

**CSCI-C 455 Analysis of Algorithms I (3-4 cr.)** P: CSCI-C 243, and MATH-M 260. C: CSCI-C 251. Algorithm design methodology. General methods for analysis of algorithms. Analysis of the performance of specific algorithms, such as those for searching and sorting. II

**CSCI-C 463 Artificial Intelligence I (3-4 cr.)** P: CSCI-C 251. R: CSCI-C 311. Goals of artificial intelligence, relations with other fields. Introduction to knowledge representation and inference: predicate calculus, frames, semantic networks, and connectionist representation schemes. Pattern recognition and pattern association. Computer vision. Natural language processing: speech recognition, syntax, and semantics. Heuristic search. Extensive laboratory exercises.

**CSCI-C 481 Interactive Computer Graphics (3-4 cr.)** P: CSCI-C 243 and MATH-M 301. C: M301 may be taken concurrently with C481. 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 not given for both CSCI-B 481 and CSCI-B 581.

**CSCI-C 490 Seminar in Computer Science (1-4 cr.)** P: Varies. Special topics in computer science. May be repeated for up to 6 credits.

**CSCI-P 536 Advanced Operating Systems (3 cr.)** P: CSCI-C 435. Advanced topics in operating systems, such as: multitasking, synchronization mechanisms, distributed system architecture, client-server models, distributed mutual exclusion and concurrency control, agreement protocols, load balancing, failure recovery, fault tolerance, cryptography, multiprocessor operating systems.

**CSCI-P 565 Software Engineering I (3 cr.)** P: CSCI-C 308. Analysis, design, and implementation of software systems. Requirements specification: data and process modeling. Software design methodologies. Software

quality assurance: testing and verification. Software development processes.

### **CSCI-Y 398 Internship in Professional Practice (1-6 cr.)**

P: CSCI-C 308, CSCI-C 335 and one other CSCI course above the level of CSCI-C 243. Designed to provide opportunities for students to receive credit for selected, career-related, full-time or part-time work. Evaluation by employer and faculty sponsor

### **CSCI-Y 790 Graduate Independent Study (1-6 cr.)**

Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. R grade not allowed. The different departmental options for independent study are: research and reading, software system development, master's research project, master's software project, and a university master's thesis. May be repeated for up to 9 credits.

### **CSCI-Y 798 Professional Practicum/Internship (0 cr.)**

P: Current enrollment in graduate degree program in computer science. Provides for participation in graduate-level professional training and internship experience. May be repeated for up to 6 credits.

## **Criminal Justice | CJUS**

### **Criminal Justice | CJUS**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

### **CJUS-K 300 Techniques of Data Analysis (3 cr.)**

P: MATH-M 14. Credit given for only one of the following: CJUS-K 300, SOC-S 351, ECON-E 270, PSY-P 354, MATH-K 300, or MATH-K 310. Covers the properties of single variables, the measurement of association between pairs of variables, and statistical inference. Additional topics, such as the analyses of qualitative and aggregated data, address specific criminal justice concerns.

### **CJUS-P 100 Introduction to Criminal Justice (3 cr.)**

P: CJUS-P 100. Historical and philosophical background, structure, functions, and operation of the criminal justice system in the United States. Introduction to and principles of formal behavior control.

### **CJUS-P 200 Theories of Crime and Deviance (3 cr.)**

P: CJUS-P 100. Critical examination of biological, psychological, and sociological theories of crime and deviance. Examination of individual, group, and societal reactions to norm-violating behaviors.

### **CJUS-P 290 The Nature of Inquiry (3 cr.)**

P: CJUS-P 100. Introduction to research methodology, nature of scientific inquiry, research design, basic research methods, and presentation of research findings.

### **CJUS-P 300 Topics in Criminal Justice (3 cr.)**

P: CJUS-P 100. Extensive analysis of selected topics and themes in criminal justice. Topics vary each semester; see listing in the Schedule of Classes. May be repeated for credit 3 times if topics differ.

### **CJUS-P 301 Police in Contemporary Society**

(3 cr.) P: CJUS-P 100. Examination of the rules and responsibilities of the police, history of police organizations, relations between police and society, and determinants of police action.

### **CJUS-P 302 Courts and Criminal Justice (3 cr.)**

P: CJUS-P 100. Structure, organization, composition, functions, and procedures of courts in the United States. Role of lawyers and judges in the criminal justice process.

### **CJUS-P 303 Corrections and Criminal Justice (3 cr.)**

P: CJUS-P 100. Historical and comparative 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.)**

P: CJUS-P 100. 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 310 Public Safety Operations (3 cr.)**

P: CJUS-P 100. Examination of threats to public safety including natural and man-made disasters and government response at the local, state, and federal level. Threat areas include highway and transportation, criminal threats, consumer protection, and fire control and suppression.

The roles of police, fire, health care, and emergency planning organizations will be discussed.

### **CJUS-P 315 Corrections and Constitutional Law**

(3 cr.) P: CJUS-P 100. Study of historical and recent court decisions that impact the protection of constitutional rights of correctional populations; special attention will be given to the United States Supreme Court decision making process.

### **CJUS-P 320 Foundation of Criminal Investigation**

(3 cr.) P: CJUS-P 100. 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 330 Criminal Justice Ethics (3 cr.)**

P: CJUS-P 100. Study of major ethical theories with emphasis on their application to components of the criminal justice system. Personal and professional dilemmas and problem-solving strategies will be emphasized.

### **CJUS-P 370 Criminal Law (3 cr.)**

P: CJUS-P 100 and consent of instructor. Definition of common crimes in the United States and factors involving the application of criminal law as a formal social control mechanism. Behavior-modifying factors that influence criminal liability and problems created when new offenses are defined.

### **CJUS-P 375 American Juvenile Justice System (3 cr.)**

P: CJUS-P 100. 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 379 International Topics: Terrorism and**

**Political Violence (3 cr.)** P: CJUS-P 100. C: Joint listed with POLS-Y 371. This course explores terrorism and political violence in their international dimensions. It analyzes theories of terrorism by looking at the specific cases of terrorists and terrorist groups.

### **CJUS-P 410 Analysis of Crime and Public Policy (3 cr.)**

P: CJUS-P 100, CJUS-P 200, CJUS-P 290, CJUS-P 301,

CJUS-P 302, CJUS-P 303, and CJUS-P 370. Explore crime trends and examine crime policies: includes an integration of content learned in other required criminal justice courses.

**CJUS-P 413 Police-Community Relations (3 cr.)**

P: CJUS-P 100. 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 424 Crime Mapping and Geographic Information Systems (3 cr.)**

P: CJUS-P 100. This course provides a general introduction to geographic information systems and the application to criminal justice field research with special focus on crime mapping techniques.

**CJUS-P 471 Comparative Study of Criminal Justice Systems (3 cr.)**

P: CJUS-P100, P290, and K300. Comparison of the American criminal justice system with those of other Federated nations and of selected unitary states.

**CJUS-P 481 Field Experience in Criminal Justice (1-6 cr.)**

P: CJUS-P 100, junior standing, completion of core requirements, and approval of project. Field experience with directed readings and writing. May be repeated for up to 6 credits.

**CJUS-P 495 Individual Readings (1-6 cr.)** 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. May be repeated for up to 6 credits.

## Dental Hygiene | DHYG

### Dental Hygiene | DHYG

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**DAE-E 351 Advanced Dental Materials Technology for Auxiliaries (1-4 cr.)**

P: DHYG-H 301. Lecture and laboratory course designed to teach additional concepts of dental materials and their use in intra-oral techniques. Included in instruction in DAU principles.

**DHYG-H 205 Medical and Dental Emergencies (1-2 cr.)**

A study of emergency situations in the dental office, including predisposing factors and drugs, and treatment to include the support of the cardiopulmonary system.

**DHYG-H 211 Head and Neck Anatomy (2 cr.)**

P: DHYG-H 214 or consent of instructor. A detailed study of the anatomy of the head and neck. Some attention is given to Oral Embryology and the growth of tooth structure.

**DHYG-H 213 Human Biology 2-First Year (1-4 cr.)**

Gross and microscopic anatomy, physiology, embryology, and pathology of the human body with special emphasis on the head and neck. I

**DHYG-H 214 Oral Anatomy, Histology, and Embryology (2-4 cr.)**

A study of the morphology, structure function, and histology and embryology of human teeth and surrounding tissues, including osteology of the maxilla and mandible

and nerve and vascular supply of teeth and muscles of mastication. I

**DHYG-H 215 Pharmacology/Therapeutics-First Year (1-2 cr.)**

P: DHYG-H 213. Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. II

**DHYG-H 217 Preventive Dentistry-Second Year (1-2 cr.)**

Introduction to the philosophy, and need, for preventative dentistry. Emphasis is on concepts and skills of self-motivation, knowledge of dental diseases and abnormalities, application of the principles of fluoridation, nutrition, patient motivation, home care, and other preventative topics. I

**DHYG-H 218 Fundamentals of Dental Hygiene (3-6 cr.)**

An introduction to the dental and dental hygiene professions including the basic didactic and laboratory/clinic practice for the performance of dental hygiene services. I

**DHYG-H 219 Clinical Practice 1 (3-5 cr.)**

P: DHYG-H 218. Performance of dental hygiene services in the clinical setting. Performance of dental services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene procedures for providing patient care, and an introduction to Oral Diagnosis. I

**DHYG-H 221 Clinical Dental Hygiene Procedures (1-3 cr.)**

P: DHYG-H 218. Clinical assignment for instruction and experience in performing dental hygiene services.

**DHYG-H 222 Advanced Clinical Dental Hygiene Procedures (1-4 cr.)**

Clinical application of dental prophylaxis, fluoride application, and dental radiographs, for children and adult patients in a mock dental office setting. Special emphasis on mastery of skills, speed, and accuracy. Instruction in procedures for OSHA and infection control guidelines.

**DHYG-H 224 Oral Histology and Embryology (1 cr.)**

Study of the histological aspects of the tooth and periodontium; embryologic development of the face and teeth. I

**DHYG-H 240 Introduction to Dental Ethics (1-2 cr.)**

C: Course is offered only to Dental Hygiene students accepted into the program. This course provides background in ethical issues that impact dental healthcare providers and their patients. Emphasis will be on developing critical thinking skills and evidence-based decision making. Case studies providing examples of legal and ethical issues relevant to dental patient care will be explored. I

**DHYG-H 242 Introduction to Dentistry (1-2 cr.)**

An overview of the field of dentistry with emphasis on the specialties in dentistry, an introduction to common dental procedures with information a hygienist needs in patient education, as well as issues related to access to dental care and the dental workforce. I

**DHYG-H 250 Local Anesthesia and Pain Control (1-2 cr.)**

This course addresses pain and anxiety management for dental patients. The indications, contraindications and pharmacology of topical anesthesia, local anesthesia and nitrous oxide and oxygen sedation used in dentistry will be discussed. Local anesthesia

techniques of common infiltration injections and mandibular block injections will be taught to proficiency.

**DHYG-H 300 Clinical Practice A-S (3-5 cr.)** P: DHYG-H 219. Continued performance of dental hygiene services in the clinical setting. Included is didactic instruction and clinical application of dental hygiene procedures for providing patient care. S

**DHYG-H 301 Clinical Practice 2 (4-5 cr.)** P: DHYG-H 219. Continued performance of dental hygiene services in various clinical settings. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. I

**DHYG-H 302 Clinical Practice 3 (3-5 cr.)** P: DHYG-H 219. DHYG-H 302 Clinical Practice 3 is a combination of clinical experiences, professional organization activities and community health education. The didactic information obtained through the curriculum is designed to complement student's advanced clinical work and experiences. These experiences will include evaluating patient's nutritional status and identifying treatment modifications necessary for patients with special needs. II

**DHYG-H 303 Radiology-Second Year (1-3 cr.)** The principles of radiation production, theories of radiographic image formation, chemistry of film processing, radiation hygiene and interpretation of finished radiographs are studied in this course. I

**DHYG-H 304 Oral Pathology-Second Year (1-2 cr.)** P: DHYG-H 219. Study of common oral lesions, neoplasms, developmental abnormalities, and acquired disorders of the teeth and surrounding tissues. Included are general, dental, and oral pathological processes with emphasis on etiology and clinical manifestations. II

**DHYG-H 305 Radiology Clinic (1-2 cr.)** Clinical application of intra-oral and extra-oral radiographs. I

**DHYG-H 306 Radiology Clinic II (1 cr.)** Continuation of DHYG-H 305-clinical application of intra-oral and extra-oral radiographs. II

**DHYG-H 307 Radiology Clinic III (1 cr.)** Continuation of DHYG-H 306-clinical application of intra-oral and extra-oral radiographs. II

**DHYG-H 308 Dental Materials (2-3 cr.)** Composition, physical, and chemical properties of materials used in dentistry. I

**DHYG-H 309 Practice of Community Dental Hygiene-Second Year (1-3 cr.)** P: DHYG-H 347. A supervised field experience in various community settings, including dental health instruction and treatment in schools, and dental health education to community organizations. This course is designed to cover didactic information in the first half of the course to prepare students for the National Board Examination. During this time students are orientated to community fieldwork experiences, with the majority of service hours completed in the latter half of this course. II

**DHYG-H 312 Radiology Lecture-II (1 cr.)** P: DHYG-H 303. DHYG-H 312 is the continuation of didactic training for the critical evaluation of dental radiographic techniques. Emphasis will be placed on accurate identification of structures on film, mounting of films, and charting from films. I Repeat for total of 2 credits.

**DHYG-H 320 Practice Management, Ethics, and Jurisprudence (1-2 cr.)** The study of the organization, administration and prudent operation of professional and financial resources for a successful dental practice in a community. II

**DHYG-H 321 Periodontics (1-2 cr.)** P: DHYG-H 219. A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. II

**DHYG-H 344 Senior Hygiene Seminar (1-3 cr.)** Independent study. S/F graded.

**DHYG-H 347 Community Dental Health (2-5 cr.)** A study of public health principles as they relate to dentistry. The students will be introduced to those aspects of public health which enable them to plan, administer and evaluate a dental health program. II

**DHYG-H 400 Evidence-Based Decision Making (3 cr.)** Evidence based decision making (EBDM) based on scientific evidence, clinical skill and judgment, and individual patient case studies. This approach to evidence based decision making in oral health care will include judicious integration of systematic assessments of scientific evidence. Foundational knowledge to implement future clinical strategies will be discussed. II.

**DHYG-H 444 Bachelor Degree Capstone Course (3 cr.)** Capstone course for the Bachelor of Science in Dental Hygiene (BSDH). The course is intended to help dental hygiene students plan career strategies beyond the clinician-based oral health care provider model. Students will examine population needs as well as future trends in the dental and dental hygiene professions.

**DHYG-N 390 Health Promotion and Disease Prevention in Costa Rica (3 cr.)** This course will provide students the opportunity to travel abroad to San Jose and Shiroles, Costa Rica to provide preventive dental care to a population in need.

## Japanese and Chinese | EALC

### Japanese and Chinese | EALC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

**EALC-C 101 Elementary Chinese 1 (2-4 cr.)** An introductory course that lays groundwork for skills, aural understanding, speaking, reading, and writing), and helping students handle simple tasks in daily routines. Basic sentence patterns, vocabulary, and characters are all practiced in meaningful context.

**EALC-C 102 Elementary Chinese 2 (2-4 cr.)** P: EALC-C 101 or equivalent. Continuation of EALC-C 101.

**EALC-C 201 Second Year Chinese 1 (2-4 cr.)** P: EALC-C 102 or equivalent. Building on the grammar and lexicon from first-year, students will explore the broader cultural context in which language is used, experience more subtle

oral and written forms, and learn to use perspectives in addition to the speaker's.

**EALC-C 202 Second Year Chinese 2 (2-4 cr.)** P: EALC-C 201 or equivalent. Continuation of EALC-C 201.

**EALC-E 271 Modern and Contemporary Japanese Culture (3 cr.)** Examination of a range of Japanese culture expressions of the twentieth and twenty-first centuries, such as literature, theater, film, popular culture, and their historical contexts.

**EALC-J 101 Elementary Japanese 1 (2-4 cr.)** An introductory skills-oriented course emphasizing learning listening and speaking in simple interactional situations, and controlled reading and writing skills.

**EALC-J 102 Elementary Japanese 2 (2-4 cr.)** P: EALC-J 101, or equivalent proficiency. Continuation of EALC-J 101.

**EALC-J 201 Second Year Japanese 1 (2-4 cr.)** P: EALC-J 101, EALC-J 102 or equivalent proficiency. Continuation of emphasis on communicative skills. Increased attention to reading and writing skills. I

**EALC-J 202 Second Year Japanese 2 (2-4 cr.)** P: EALC-J 201 or equivalent proficiency. Continuation of EALC-J 201. II

**EALC-J 301 Third Year Japanese 1 (3-4 cr.)** P: EALC-J 201, EALC-J 202 or equivalent proficiency. Review of grammatical points acquired in the first and second year Japanese. More advanced level of speaking, reading, writing, and listening proficiency. I

**EALC-J 302 Third Year Japanese 2 (3-4 cr.)** P: EALC-J 201, EALC-J 202 or equivalent proficiency. Review of grammatical points acquired in the first and second year of Japanese. More advanced levels of speaking, reading, writing and listening proficiency. II

## Economics | Course Descriptions

### Economics | ECON

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**ECON-E 103 Introduction 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. I, II, S

**ECON-E 104 Introduction 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. I, II, S

**ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)** P: BUS-K 201, MATH-M 118. Credit not given for both ECON-E 270 and MATH-K 310. Review of basic probability concepts, sampling, inference and testing of statistical hypotheses.

Applications of regression and correlation theory, analysis of variance and elementary decision theory.. I, II, S

**ECON-E 304 Survey of Labor Economics (3 cr.)** P: ECON-E 103. Economic problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relations. I

**ECON-E 305 Money and Banking (3 cr.)** P: ECON-E 103, ECON-E 104. Monetary and banking system of the United States, supply and control of money, impact of money on the United States economy, topics in the application of Federal Reserve monetary policy, analytical treatment of the Federal Reserve system and the commercial banking industry. II

**ECON-E 308 Survey of Public Finance (3 cr.)** P: ECON-E 103, ECON-E 104. Analysis of the impact of government activity upon the economy. Topics include: economic functions of government, public decision making, federal budget process, principles of taxation, and major United States taxes. I

**ECON-E 315 Collective Bargaining-Practices and Problems (3 cr.)** P: ECON-E 304 or consent of instructor. Collective bargaining in contemporary economy; economic, social, and legal problems involved in negotiating; administration of collective bargaining agreement through grievance procedure and arbitration. II

**ECON-E 321 Intermediate Microeconomic Theory (3 cr.)** P: ECON-E 103. Microeconomics: the theory of demand, theory of production, pricing under conditions of competition and monopoly, allocation and pricing of resources, partial and general equilibrium theory, welfare economics. I

**ECON-E 322 Intermediate Macroeconomic Theory (3 cr.)** P: ECON-E 104. Macroeconomics: national income accounting; theory of income, employment, and price level; counter-cyclical and other public policy measures. II

**ECON-E 344 Health Economics (3 cr.)** P: ECON-E 321, R: ECON-E 270 or equivalent is strongly recommended. Systematic introduction to health economics and economics of health care, emphasis on basic economic concepts, such as supply and demand, production of health, information economics, choice under uncertainty, health insurance markets, Medicare and Medicaid, managed care, government intervention and regulation. Survey course with some topics in some depth.

**ECON-E 375 Introduction to Mathematical Economics (3 cr.)** P: ECON-E 103, ECON-E 104, MATH-E 118 and MATH-E 119. Applications of mathematical concepts to equilibrium and optimization. Applications of matrix theory to input-output analysis, activity analysis, and models of capital accumulation.

**ECON-E 430 International Economics (3 cr.)** P: ECON-E 103, ECON-E 104. Gains from trade, relation between factor rentals and goods prices, distributional effects of trade, tariff policy and quantitative interferences, trade problems of developing countries, discrimination and customs unions, balance-of-payments adjustment via prices and incomes, exchange rate policy, role of international reserves. II

**ECON-E 470 Introduction to Econometrics (3 cr.)**

P: ECON-E 270 or MATH-K 310. Applications of regression analysis to economic and business data. Estimation and hypothesis testing of the classical regression model. Heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models. Estimation of simultaneous equation models. I (even years)

**ECON-E 490 Advanced Undergraduate Seminar in Economics (3 cr.)**

P: Open to students who have completed ECON-E 321, ECON-E 322, and ECON-E 470, or consent of instructor. Advanced intensive study of a topic area in economics. Additional prerequisites may be required depending on the seminar topic. Topics will vary. May be repeated with different topics for a maximum of 9 credit hours. II

**ECON-S 103 Introduction to Microeconomics-Honors (3 cr.)**

P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 103. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. I

**ECON-S 104 Introduction to Macroeconomics-Honors (3 cr.)**

P: Consent of the coordinator of the honors program or the instructor. Covers the same general content as ECON-E 104. Special emphasis is placed on analysis of contemporary economic issues, selected advanced economic topics, and student-faculty interaction. II

**Education | EDUC****Education | EDUC**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**EDUC-A 190 Educating About the Arts (3 cr.)** P: EDUC-E 372, EDUC-E 325. Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art, music, and drama that enables the student to integrate the arts into the general curriculum, supplement the resource specialists in the arts in schools, and encourage student discussion and understanding of the arts in the world today. I, II.

**EDUC-A 500 Introduction to Educational Leadership (3 cr.)**

This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administration. S

**EDUC-A 502 Communication and Interpersonal Relations (3 cr.)**

P: EDUC-A 500 and admission to the principals' certification program. This course is designed to develop expertise in four types of communication faced by school administrators: interpersonal, group, organizational, and public. Practice involves participation in actual school situations to understand role communication plays in problem identification and resolution. Skills of writing and

speaking in a range of experiences, both in person and through media are emphasized.

**EDUC-A 504 Knowledge of Teaching and Learning (6 cr.)**

P: EDUC-A 500 and admission to the principal's certification program. The course involves interpreting and communicating curriculum standards; discussion and application of teaching and learning theory as they relate to the practice of teaching; analyzing student achievement data; supervising/evaluating personnel; commitment to meaningful change and an understanding of its dynamics; coordinating and facilitating on-going staff development; and a commitment to one's own professional development. II

**EDUC-A 506 Portfolio Assessment (0 cr.)**

P: All coursework for principals' certification program and program director approval. A portfolio is required for completion of the School Administration Certification Program. Items to be included in the portfolio will be selected by the students throughout the course of their study in school administration. The portfolio will be organized to highlight experiences from the Orientation and Domain courses.

**EDUC-A 510 School Community Relations (2-3 cr.)**

P: EDUC-A 500 and admission to the principal's certification program. 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. II May be repeated twice for up to 6 credits.

**EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.)**

P: Successful completion of all program course requirements. 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. II

**EDUC-A 608 Legal Perspectives on Education (3 cr.)**

P: Consent of the instructor. 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. I

**EDUC-A 625 Administration of Elementary Schools (3-6 cr.)**

P: EDUC-A 500 and program director approval. 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. I

**EDUC-A 627 Secondary School Administration (3-6 cr.)**

P: EDUC-A 500 and program director approval. 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. I

**EDUC-A 630 Economic Dimensions of Education (3 cr.)** P: EDUC-A 500 and admission to the principal's certification program. This course provides an introduction to economic thinking concerning K-12 education as well as the theory and practice of funding K-12 schools. Topics include economics and educational leadership, efficiency, equity, liberty, sources and characteristics of school revenue, and school funding distribution systems. I

**EDUC-C 511 Capstone Seminar (3 cr.)** Summative seminars on each student's capstone project. The detailed analysis, synthesis, and summative evaluation of the expert, master teacher model. The summative evaluation of the effectiveness of the MaPP program.

**EDUC-E 201 Multicultural Education and Global Awareness (1-3 cr.)** This course examines educators' and students' responsibility(ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge and attitudes needed to live effectively in a world of limited resources, ethnic diversity, cultural pluralism and increasing interdependencies and confidence with which to face the future. II

**EDUC-E 317 Practicum in Early Childhood Education (4 cr.)** P: All required early childhood education courses. Methods and Materials used in the education of children from three to six years of age. Observation and participation. I, II, S

**EDUC-E 325 Social Studies in the Elementary Schools (1-4 cr.)** P: TEP. Emphasizes the development of objectives, teaching strategies and evaluation procedures that facilitate the social learnings of young children. Special attention given to concept learning, inquiry, decision-making and value analysis. I, II

**EDUC-E 327 Social Studies Methods and the Family: Focus on Young Children (3 cr.)** P: TEP. Students must also enroll in all Block 1 courses. The course has a dual focus: One goal of the course is to explore issues related to children, families, and communities including legal and ethical issues, and public policies affecting young children from a deeper understanding of families and communities; the course will then focus on goals of a social studies curriculum for young children, including appropriate methods and strategies of instruction. I, II

**EDUC-E 328 Science in the Elementary School (1-3 cr.)** P: TEP. Students must also enroll in all Block 3 courses. The focus of this course will be on developing teacher competencies in writing performance objectives, question asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children. I, II

**EDUC-E 330 Infant Learning Environments (3 cr.)** C: With Block 1. Must be taken with EDUC-M 101. Students will broaden their knowledge base of appropriate instructional strategies to enhance infant-toddler development, caregiving skills, and knowledge of appropriate learning environments, and will apply strategies and knowledge in providing care and

educational experiences. Open to students from allied health, psychology, pediatric nursing, and social work. I

**EDUC-E 333 Inquiry in Math and Science (3 cr.)** P: TEP. Students must also enroll in all Block 3 courses. Focuses on planning and managing appropriate science and mathematics experiences with children from three to eight years of age. Opportunity for exploring, developing, experimenting, and evaluating instructional materials. Planning appropriate inquiry-oriented experiences is stressed. I, II

**EDUC-E 335 Introduction to Early Childhood Education (3 cr.)** P: TEP. This course has a dual focus. First is an overview of the field including historic perspective, program models, goals of early childhood education, and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher-child interaction, and classroom management skills. Students must also enroll in all Block 1 courses. I, II

**EDUC-E 337 Classroom Learning Environments (3 cr.)** P: EDUC-E 335 and EDUC-P 250. C: Must be taken with EDUC-M 101. 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.)** P: EDUC-E 335, EDUC-E 337, and EDUC-E 330. 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 343 Mathematics in the Elementary Schools (1-3 cr.)** P: TEP, MATH-T 101, MATH-T 102, MATH-T 103 Students must also enroll in all Block 3 courses. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. I, II May be repeated for up to 6 credits.

**EDUC-E 370 Language Arts and Reading I (1-4 cr.)** P: ENG-G 205, ENG-L 390. Students must also enroll in all Block 1 courses. The student will broaden their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary and primary childhood years. This course will cover emergent literacy by emphasizing literacy practices which engage children in integrated, meaningful and functional activities. I, II

**EDUC-E 371 Language Arts and Reading II (3 cr.)** Students must also enroll in all Block 2 courses. This course focuses on the theory, instructional methods, materials, technology, and assessment strategies related to listening, speaking, reading, and writing for students in grades 3-6. I, II

**EDUC-E 372 Language Arts and Reading III (3 cr.)** P: EDUC-E 370. Students must also enroll in all Block 3 courses. This course focuses on methods, materials, and

techniques employed in the assessment and instruction of elementary students experiencing or at risk for literacy difficulties. This is the last course in the three-course sequence in Language Arts and Reading. I, II

**EDUC-E 449 Trade Books and the Classroom Teacher (3 cr.)** Emphasis on the use of trade books for teaching language arts and reading K-8. Historical and contemporary folk literature will be used to examine objectives and techniques of instruction. S

**EDUC-E 495 Workshop in Elementary Education (1-6 cr.)** For elementary school teachers. Gives one credit hour for each week of full-time work. S/F graded.

**EDUC-E 502 Elementary Reading and Language Arts Curriculum I (3 cr.)** Introduction to the developmental reading and language arts program in the elementary school, use of reading and language arts in various curriculum areas, appraisal of reading and language arts abilities, and techniques and materials for instruction. This course is intended for initial certification graduate students.

**EDUC-E 505 Organization and Administration of Early Childhood Programs (3 cr.)** The study of different organizational plans for Early Childhood programs from infancy through age 8. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations. S

**EDUC-E 506 Curriculum in Early Childhood (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. II

**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. S

**EDUC-E 508 Seminar in Early Childhood (1-3 cr.)** Seminar will be based on current interest 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. S May be repeated 5 times for up to 15 credits.

**EDUC-E 509 Internship in Early Childhood (1-6 cr.)** P: EDUC-E 505, EDUC-E 506, EDUC-E 507, and EDUC-E 508. This is the final class in the early childhood sequence. The nature of the internship would be determined by the students' personal goals and previous educational and teaching background. In this individualized program, it would be possible to elect one of many work/study-type experiences. I, II, S May be repeated for credit

**EDUC-E 518 Workshop in General Elementary Education (1-6 cr.)** Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work.

S/F graded unless otherwise noted in the Schedule of Classes. I, II, S May be repeated for credit

**EDUC-E 521 Topics in Environmental Science Education (3 cr.)** Course goals: (1) help elementary teachers develop basic scientific literacy regarding environmental issues and principles and (2) translate this basic literacy into elementary classrooms through hands-on activities. Course content: natural systems and cycles and how various kinds of pollution affect natural systems. Field trip required. For elementary majors only and for re-certification.

**EDUC-E 524 Workshop in Early Childhood Education (1-6 cr.)** Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understandings of curricular problems and their application to teaching in nursery schools and kindergartens. S/F graded. S May be repeated for credit

**EDUC-E 536 Supervision of Elementary School Instructor (3 cr.)** Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

**EDUC-E 543 Advanced Study of the Teaching of Mathematics in the Elementary School (3 cr.)** Designed to help the experienced teacher improve the teaching of mathematics. Opportunities are provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs. S (T-to-T I)

**EDUC-E 544 Mathematic Methodology, Research, and Teaching in the Elementary School (3 cr.)** This course in mathematics methodology is designed for candidates working on initial certification in elementary education at the graduate level. Opportunities will be provided for individual and group study of content, methodology and instructional materials for modern mathematics programs.

**EDUC-E 545 Advanced Study of the Teaching of Reading in the Elementary School (1-3 cr.)** Review of developmental reading programs in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction. I, S (T-to-T I)

**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. S (T-to-T II) May be repeated twice for up to 6 credits.

**EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary School (3 cr.)** Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs. (T-to-T I)

**EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary School (3 cr.)** Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials. S (T-to-T II)

**EDUC-E 555 Human Diversity in Education (3 cr.)**

Interim approval. Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our increasingly pluralistic society, including cognitive abilities, learning styles, and cultural, racial, ethnic, and socio-economic backgrounds of children.

**EDUC-E 572 Elementary School Social Studies**

**Curriculum (3 cr.)** This course is designed for candidates working on initial certification in elementary education at the graduate. The intention of the course is to explore the sociological backgrounds of education and surveys subject matter, materials, and methods in social studies.

**EDUC-E 575 Teaching of Science in the Elementary School (3 cr.)**

Candidates will assess their roles as science teachers in elementary classrooms and acquire strategies that actively engage students in their own learning. This course emphasizes the basic and integrated science process skills that engage students in the same thinking processes as scientists who are seeking to expand human knowledge. A guided inquiry approach to teaching science is stressed and modeled.

**EDUC-E 576 Elementary Reading and Language**

**Arts Curriculum II (3 cr.)** Continuation and extension of development reading and language arts programs in the elementary school use of reading and language arts across curriculum areas, and methods and materials for assessment and instruction of reading and language arts abilities. This course is intended for initial certification graduate students.

**EDUC-E 590 Independent Study or Research in**

**Elementary Education (1-3 cr.)** 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, EDUC-E 590 should not be used for the study of material taught in a regularly scheduled course. May be repeated for credit

**EDUC-E 591 Research Project in Elementary**

**Education (3 cr.)** P: All other requirements for the master's degree prior to this culminating project. Designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or comprehensive review of the literature, together with recommendations. An oral examination and defense of the project is required. I, II

**EDUC-F 100 Introduction to Teaching (1-2 cr.)**

A first year (freshman) level course that provides a general introduction to the teaching profession and to various styles of learning. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for certification. This will enable students to make informed decisions regarding their college program as well as their future professional needs. I, II. May be repeated for credit

**EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.)**

P: EDUC-P 250 and Praxis I®. C: Taken with EDUC-F 202. First

course in a two semester sequence examining the personal demands of teaching in an Interpersonal Process Laboratory. Particular emphasis is put on interpersonal communication skills (self-disclosure, active listening, questioning, observation). I, II

**EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)**

P: EDUC-P 250 and Praxis I®. C: Taken with EDUC-F 201. Additional fee required; S/F graded. 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. I, II.

**EDUC-F 203 Topical Exploration in Education (1-3 cr.)**

Identification and assessment of goals for a university degree. Development of a written academic and strategic plan to complete the degree. May be repeated for credit

**EDUC-F 400 Honors Seminar (1-3 cr.)**

Foundations of Education Content varies but always involves the investigation in-depth of significant topics in education. An interdisciplinary approach is taken. S/F graded. May be repeated for up to 20 credits.

**EDUC-F 401 Topical Exploration in Education (0-3 cr.)**

This course will explore various topics of relevance to education, both in the United States and abroad. May be repeated for up to 6 credits.

**EDUC-F 500 Topical Exploration in Education (1-3 cr.)**

The goal of this course is to bridge the gap between beginning computer users and beginning multimedia developers. The focus of the assignments will be on personal development of strategies and skills to be used in solving problems that arise during multimedia construction. A variety of multimedia software and hardware solutions will be presented including virtual reality, audio and video applications. Student will work on multimedia projects. Some will be undertaken individually while more complex media may involve the formation of teams and/or class projects.

**EDUC-G 500 Orientation to Counseling (3 cr.)**

Focus is on the student, his/her self-concept, interpersonal relationship skills, consultation skills, and commitment to the helping field. Provides philosophic basis of the helping relationship. I, S. May be repeated for credit

**EDUC-G 501 Counseling Group Laboratory (3 cr.)**

P: Admission to Master of Science in Education, Counseling and Human Services program. The course serves as a laboratory where students can put theory into practice in a safe environment and where they can practice group process skills under the supervision of a qualified faculty member. Students learn through readings, discussions, demonstrations, and modeling. I May be repeated for up to 6 credits.

**EDUC-G 503 Counseling Theories and Techniques**

**I: Humanistic and Existential (3 cr.)** Analysis of major humanistic and existential counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of theories being studied.

**EDUC-G 504 Counseling Theories 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.)** P: Admission to Master of Science in Education, Counseling and Human Services program. An analysis of statistical psychometric, sociometric, 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 also be examined. S

**EDUC-G 506 Personal Development: Growth of Normal and Deviant Styles (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. An examination of the nature, needs, competencies, and environmental factors which contribute to personality development and growth at principal life stages. Emphasis is placed on normal and deviant styles of behavior. I

**EDUC-G 507 Lifestyle and Career Development (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. 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. S

**EDUC-G 510 Introduction to Alcohol and Drug Counseling (3 cr.)** Course is an introduction to social and behavioral theories concerning the causation and maintenance of alcohol and drug addiction. The study and application of research-based theories of counseling will be emphasized. The history of alcohol and drug counseling and recent developments and issues in the field will also be discussed. I.

**EDUC-G 511 Screening and Assessment of Alcohol and Drug Problems (3 cr.)** This course deals with the physical, social, psychological, vocational, economic, and legal symptoms of alcohol and drug abuse. Instrumentation for screening and assessment in clinical situations is presented as well as medical and non-medical diagnostic criteria. This course includes both instructional and experiential learning opportunities. I.

**EDUC-G 512 Counseling Approaches with Addictions (3 cr.)** This course is an introduction to the major theories of alcohol and drug treatment. Special attention will be given to recent developments in the field as well as research-based theories of treatment. Students will be expected to engage in active learning projects both within and outside of the classroom. II.

**EDUC-G 513 Legal and Illegal Drugs of Abuse (3 cr.)** This course deals with the physiological, behavioral, and pharmacological aspects of legal and illegal psychoactive substance use. Special emphasis is placed on observable signs and symptoms resulting from use of psychoactive substances. Attention will also be given to recent trends in psychoactive substance use. II.

**EDUC-G 514 Practicum in Alcohol and Drug Counseling (3 cr.)** P: EDUC-G 510, EDUC-G 511, EDUC-G 512, EDUC-G 513. This course is a field experience in an alcohol or drug counseling agency. The field experience involves direct supervision by faculty and approved clinical supervisors in the field. S.

**EDUC-G 522 Counseling Theories (3 cr.)** Introduction to counseling theories and psychological processes involved in individual counseling. II.

**EDUC-G 523 Laboratory Counseling and Guidance (3 cr.)** P: Consent of instructor. C: Concurrent: G522. Laboratory experience, counseling, analysis of counseling interviews, role playing and closely supervised counseling in the laboratory setting. S.

**EDUC-G 524 Practicum in Counseling (1-3 cr.)** P: EDUC-G 503, EDUC-G 504, EDUC-G 505, and EDUC-G 532. 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. Additional fee required. May be repeated up to 12 times for 12 credits. II.

**EDUC-G 525 Advanced Counseling Practicum (3 cr.)** P: EDUC-G 503, EDUC-G 504, EDUC-G 505, EDUC-G 524. Additional fee required. Supervised use of individual, couples, and/or group counseling techniques with emphasis upon more complex and difficult client situations. S. May be repeated twice for up to 6 credits with consent of the academic program.

**EDUC-G 532 Introduction to Group Counseling (3 cr.)** P: Admission to Master of Science in Education, Counseling and Human Services program. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups. II

**EDUC-G 542 Organization and Development of Counseling Programs (3 cr.)** Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Case studies. May be repeated for credit. II.

**EDUC-G 550 Internship in Counseling (1-6 cr.)** P: Basic courses in counseling and guidance and consent of instructor; Counseling experience in actual school or agency situations. Under supervision, students get practice in counseling, interviewing, inservice training, orientation procedures, and data collection. Special application required. May be repeated for up to 12 credits. I, II

**EDUC-G 552 Career Counseling-Theory and Practice (3 cr.)** An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

**EDUC-G 560 Social and Cultural Foundations in Counseling (3 cr.)** Includes studies of cultural changes, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns. Such disciplines as the behavioral sciences, economics, and political sciences are involved in enhancing the counselor/client relationship. II

**EDUC-G 562 School Counseling (3 cr.)** 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. I.

**EDUC-G 563 Mental Health Counseling (3 cr.)**  
P: EDUC-G 500 or equivalent, or consent of instructor. Foundations and ontexual dimensions of mental health counseling. Program development, implementation, and evaluation. Principles, practices, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance and management of mental health counseling services. May be repeated twice for up to 6 credits. I.

**EDUC-G 567 Marriage and Family Counseling (3 cr.)**  
Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling. II.

**EDUC-G 570 Human Sexuality (3 cr.)** This is an introductory graduate-level course dealing with all areas of human sexuality which a person might encounter in day-to-day living. Topics include: sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

**EDUC-G 575 Multicultural Counseling (3 cr.)** This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied. I

**EDUC-G 580 Topical Seminar in Counseling and Guidance (3 cr.)** P: EDUC-G 500 or equivalent, or consent of instructor. An intensive study of theory and research of selected topics. I, II, S

**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 and Guidance (1-3 cr.)** Individual research. May be repeated for credit. I, II, S.

**EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention (3 cr.)** Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of Adult Children of Alcoholics/Abusers and families of abusers. S

**EDUC-G 595 Workshop-Counseling and Guidance (1-3 cr.)** Individual and group study of selected topics and issues in Counseling and Guidance. I, II, S May be repeated for credit

**EDUC-G 596 Counseling Supervision (3 cr.)**  
Introduction to counseling supervision theory, methods, and techniques. Special attention to ethical and legal obligations. Closely directed experience in supervising beginning graduate students. II.

**EDUC-H 340 Education and American Culture (3 cr.)**  
P: EDUC-P 250 and Praxis I®. The present educational system, its social and future implications, viewed in historical, sociological, and philosophical perspectives. Special attention is given to ethnic, minority, cultural, pluralistic, and legal dimensions of the educational system. I, II, S May be repeated twice for up to 6 credits.

**EDUC-H 520 Education and Social Issues (3 cr.)**  
Identification and analysis of major problems set for education by the pluralistic culture of American society.

**EDUC-H 590 Independent Study: Research in Historical, Philosophical, and Comparative Education (1-3 cr.)** Individual study arranged in advance of registration. May be repeated for credit

**EDUC-J 511 Methods of Individual Instruction (3 cr.)**  
Student will critically examine several approaches to individualizing instruction.

**EDUC-K 205 Introduction to Exceptional Children (3 cr.)** C: Taken concurrently with EDUC-K 200. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children as they participate in the educational, recreational, and social aspects of their lives. I, II, S

**EDUC-K 300 Developmental Characteristics of Exceptional Individuals (3 cr.)** P: TEP, EDUC-200, EDUC-K 205 Theoretical concepts and models of intellectual, emotional-social, and sensory-motor characteristics of the exceptional individual. Effect of these characteristics on cognitive, affective, and psychomotor development. S.

**EDUC-K 305 Teaching the Exceptional Learner in the Elementary School (3 cr.)** P: TEP, EDUC-K 200, EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented) in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. I, II.

**EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)** This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. II

**EDUC-K 343 Education of the Socially and Emotionally Disturbed (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 345 Academic and Behavioral Assessment of the Mildly Handicapped Children (3 cr.)** P: TEP, EDUC-K 300. 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. This information is considered within the context of Public Law 94-142. I

**EDUC-K 351 Vocational Assessment and Instruction for Special Needs Secondary Students (3 cr.)** P: TEP, EDUC-K 360, EDUC-K 370. Emphasizes an awareness of issues and available options related to programming for the special needs adolescent adult. The concept of career education including preparation in daily-living, personal, social, and occupational skills is used as the basic framework for the course.

**EDUC-K 352 Educating Students with Learning Disorders (1-3 cr.)** P: TEP, EDUC-K 360, EDUC-K 370. Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. May be repeated for up to 4 credits.

**EDUC-K 362 Team Approaches to the Education of Students with Disabilities (3 cr.)** Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments. I

**EDUC-K 370 Introduction to Language and Learning Disorders (3 cr.)** P: TEP, EDUC-K 300. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for students with language and learning disorders; including students with communication disorders, learning disabilities, autism, and mental retardation. II

**EDUC-K 400 Computers for Students with Disabilities (3 cr.)** P: TEP, EDUC-W 200 or equivalent, EDUC-K 360, EDUC-K 370. Additional fee required. Provides knowledge and experience for the student to integrate special-education computer technology into the educational process of the self-contained classroom and mainstream environments: Computer Assisted Instruction (CAI), data management, and telecommunications software; adaptive devices for communication, learning, and environmental control; and other related experiences.

**EDUC-K 402 Internship in Instructional Techniques for the Mildly Disabled (1-3 cr.)** Additional fee required; S/F graded. P: TEP, EDUC-K 360, EDUC-K 370. Provides for internship experiences and application of instructional techniques, materials, and media for all levels of mild disabilities. I

**EDUC-K 452 Classroom Management (3 cr.)** P: TEP. This course will show students how to plan and implement interventions that improve the motivation and self-management skills of students in the classroom. It will focus on procedures for teaching students how to regulate their behavior, and will address the array of skills they need to learn in order to take responsibility for their actions. I

**EDUC-K 480 Student Teaching in Special Education (3-15 cr.)** P: Senior standing and completion of major requirements. Provides experience for each student in

his or her respective area of exceptionality, under the direction of a supervising teacher, in an educational school setting. Additional fee required; S/F graded. II May be repeated for up to 15 credits.

**EDUC-K 490 Research in Special Education (1-3 cr.)** Individual research. May be repeated for credit

**EDUC-K 500 Topical Workshop in Special Education (1-3 cr.)** P: Consent of instructor. Intensive study of such selected topics as language development for exceptional children, the disadvantaged child, and behavior modification for exceptional children. S/F graded. I, S May be repeated for credit

**EDUC-K 501 Adapting Computers for Special Education (3 cr.)** P: EDUC-W 200 or equivalent. Provides background information and experiences necessary to plan for and integrate special education technology into the curriculum of the special education classroom and for individuals with handicaps in the "mainstreamed" situation: software/uses, integration/implementation planning, IEP/data management, adaptive devices, and funding. Additional fee required. II, S

**EDUC-K 502 Communication and Children with Exceptional Needs (3 cr.)** This course focuses on language and communication development, language disorders, and intervention of language of public school children. The relationship of language acquisition, developmental disabilities, and assessment will be emphasized through lecture and literature review.

**EDUC-K 503 Advanced Classroom Management Techniques for Special Educators (3 cr.)** This course focuses on in-depth application of behavioral and instructional interventions for exceptional learners from diverse backgrounds. Included are techniques in positive behavioral support, problem solving, crisis intervention, social skills development, self-advocacy, classroom management and group and individual behavior management. Integration in general education environments is emphasized.

**EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.)** P: Graduate standing or consent of instructor. Students cannot receive credit for both EDUC-K 205 and EDUC-K 505. Basic special education principles for graduate students with no previous coursework in special education. I, II, S

**EDUC-K 507 Professional Teaching Standards Project (3 cr.)** This course addresses the needs of candidates as they create a portfolio that provides evidence that they meet the highest standards of the teaching profession. The course focuses on standards and certification cumulating in a professional teaching portfolio.

**EDUC-K 508 Mathematics and Science Methods for Special Education (3 cr.)** This course examines the various approaches to teaching and adapting mathematics and science for students with special needs. Special attention will be given to writing instructional objectives and accommodations for classrooms and individualized Education Programs.

**EDUC-K 511 Language Arts Methods for Special Education (3 cr.)** This course examines the various approaches to teaching and adapting reading and writing for students with special needs. Special attention

will be given to writing instructional objectives and accommodations for classrooms and individualized Education Programs.

**EDUC-K 512 Advanced Computer Technology for Special Education (3 cr.)** Advanced study of general and specialized applications of microcomputers and related technologies to exceptional learners. Topics include microcomputers and classroom management, microcomputers and video-assisted instruction, and special applications of current technologies with exceptional groups. An overview of traditional AT assessments and a working knowledge of best practice in assisting technology arenas is emphasized.

**EDUC-K 520 Survey of Behavior Disorders (3 cr.)**  
P: EDUC-K 505. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children, including historical information, theoretical approaches, characteristics, and issues.

**EDUC-K 521 Survey of Learning Disabilities (3 cr.)**  
P: EDUC-K 505. Advanced survey of the literature related to learning disabled children, including historical information, theoretical approaches, characteristics, and issues.

**EDUC-K 523 Inclusive Strategies for Exceptional Students in the Elementary Classroom (3 cr.)** An introduction to inclusive strategies to ensure the success of students with exceptionalities in the elementary setting. Knowledge, attitudes, and skills basic to the educational of exceptional learners (students with disabilities as well as gifted and talented) in the general elementary classroom. Topics include assessing exceptional learners, differentiating instruction, inclusive strategies, adaptations and accommodating, and specialized methods and materials. I, II

**EDUC-K 524 Integration of Students with Exceptional Learning Needs (3 cr.)** This course is designed to provide general and special educators who teach middle and secondary education settings with basic information and methods for integrating students with exceptionalities into general education classrooms, including those who are at-risk for having or who have disabilities, students with limited English proficiency, and those who are gifted and talented. Strategies for working with students in general education settings, for identifying and referring students when they cannot succeed in the general education classroom, and for teaching students self-advocacy skills are included. I, II

**EDUC-K 525 Survey of Mild Handicaps (3 cr.)** An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field. II

**EDUC-K 530 Medical and Physical Management of Persons with Severe Disabilities (3 cr.)** This course addresses medical and physical aspects of severe disabilities, and focuses on educational implications of various conditions/disorders. The course incorporates information from various disciplines into classroom programming. The goal is to develop the knowledge of basic vocabulary to communicate effectively with all related service personnel.

**EDUC-K 531 Teaching the Severely Handicapped I (3 cr.)** P: EDUC-K 505, EDUC-K 550, EDUC-P 519. This is the first course in teaching severely handicapped individuals. Its content focuses on the analysis of instructional content, the analysis of instructional methodology, the use of physical aids, and methods for providing physical assistance. I

**EDUC-K 532 Teaching the Severely Handicapped II (3 cr.)** P: EDUC-K 531. This course focuses on the analysis of curriculum for severely handicapped individuals, from birth through adulthood. II.

**EDUC-K 534 Behavior Management of the Severely Handicapped (3 cr.)** P: EDUC-K 505, EDUC-K 532, EDUC-K 550, EDUC-P 519. This course focuses on planning, implementing, and evaluating interventions that are designed to change incentive for performing a task. Consideration of the physical, environmental, and instructional aspects of performance are made, with respect to both the acquisition and maintenance of responses. S

**EDUC-K 538 Advanced Instructional Methodology for Special Educators (3 cr.)** The course provides candidates with an advanced repertoire of evidence-based instructional strategies to individual instruction for individuals with exceptional learning needs. Special educators will learn to plan, select, adapt, and use instructional strategies to promote positive learning results for individuals with exceptional learning needs across environments, settings, and life spans.

**EDUC-K 543 Education of the Socially and Emotionally Disturbed 1 (3 cr.)** P: EDUC-K 505, EDUC-P 519. An advanced survey of the literature related to behaviorally disordered/emotionally disturbed children including historical information, theoretical approaches, characteristics, and issues. II, S

**EDUC-K 544 Education of the Socially and Emotionally Disturbed 2 (3 cr.)** P: EDUC-K 543. 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 545 Management of the Severely Emotionally Disturbed (3 cr.)** P: EDUC-K 544. Theoretical and practical issues in the education management of the severely emotionally disturbed. Emphasis is placed on case analysis. II

**EDUC-K 550 Introduction to Mental Retardation (3 cr.)** P: EDUC-K 505. Definitions, classifications, and diagnostic treatment procedures discussed from medical, psychological, sociological, and educational points of view.

**EDUC-K 553 Classroom Management and Behavior Support (3 cr.)** P: EDUC-K 505, EDUC-P 519, EDUC-K 525, EDUC-K 543. 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. I, II

**EDUC-K 555 Seminar: Occupational Planning for the Handicapped (3 cr.)** P: Minimum of an undergraduate degree in special education or equivalent. Introduction to theories of vocational development. Analysis of the

vocational career expectations for the handicapped. Implications for instructional planning.

**EDUC-K 565 Collaboration and Service Delivery (3 cr.)** Reviews methods of implementing service delivery systems; consulting with professionals and parents; designing in-service training programs; and developing referral systems, curricular and personnel resources, and evaluation techniques used in special education programs. I, II

**EDUC-K 588 Supervised Teaching in Special Education (3-12 cr.)** P: Consent of instructor. Provides students an opportunity to teach exceptional children under the supervision of a licensed special education teacher and a University special education supervisor. I, II May be repeated for credit

**EDUC-K 590 Independent Study or Research in Special Education (1-3 cr.)** P: Consent 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, EDUC-K 590 should not be used for the study of material taught in a regularly scheduled course. May be repeated for credit

**EDUC-K 595 Practicum in Special Education (1-6 cr.)** C: Consent of instructor. Provides for closely supervised field experience in various areas of special education. Additional fee required; S/F graded. May be repeated for credit

**EDUC-L 436 Methods and Materials for Teaching English as a Second Language (3 cr.)** P: TEP or all required ENL prerequisites. 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. S

**EDUC-L 482 Student Teaching-English as a Second Language (1-16 cr.)** Full-time supervised student teaching in English as a second language at the elementary, junior high/middle school, and/or high school in an accredited school within the state of Indiana or an approved or accredited out-of-state site. This will be done under the supervision of a university supervisor and a school cooperating teacher. This will include a minimum of six continuous weeks of full-time experience. Additional fee required; S/F graded. I, II

**EDUC-L 511 Teaching 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. S May be repeated twice for up to 6 credits.

**EDUC-L 512 Advanced Study in the Teaching of Writing in Secondary Schools (3 cr.)** Study of current trends, issues, theories, and research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural

diversity issues in composition as it explores the complex and varied nature of "good" writing and "effective" communication, tracing the implications for composition pedagogy. S

**EDUC-L 524 Language 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.)** 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. S May be repeated for credit

**EDUC-L 532 Second Language Acquisition (3 cr.)** A survey of the major theories of first and second language learning and their potential applications to language development strategies.

**EDUC-L 536 Methods and Materials for Teaching English as a Second Language (3 cr.)** Study and analysis of current methods and materials in English as a Second Language. Development and evaluation of practical exercises, visual aids, and demonstration materials for use by teachers in English as Second Language programs at the elementary, junior and senior high levels.

**EDUC-L 559 Trade Books in Elementary Classrooms (3 cr.)** Emphasizes the use of trade books in language and reading in elementary classrooms.

**EDUC-M 101 Laboratory-Field Experience (0-3 cr.)** C: Must be taken with a lecture course. Laboratory field experience to be taken simultaneously with EDUC-E 337, Classroom Learning Environments. Additional fee required; S/F graded. I, II May be repeated for credit

**EDUC-M 130 Introduction to Art Education (3 cr.)** Historical, sociological, and philosophical foundations of art education, and the general processes and techniques of teaching as they apply to teaching visual art.

**EDUC-M 301 Laboratory-Field Experience (0-3 cr.)** Laboratory or field experience for juniors. Additional fee required; S/F graded. I, II May be repeated 10 times for credit

**EDUC-M 310 General Methods (1-3 cr.)** An introduction to instructional design, media and methodology appropriate to all teaching levels. Provides an orientation to classroom management, legal rights and responsibilities of students and teachers, disability awareness, human relations skills and other general methods concerns.

**EDUC-M 311 Methodology for Kindergarten/Elementary Teachers (1-3 cr.)** P: EDUC-R 301. Explores individualized and interdisciplinary learning methods, measurements and evaluation, teaching process and curriculum development, and the organization of the elementary schools. I, II May be repeated twice for up to 6 credits.

**EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers (1-3 cr.)** P: EDUC-F 100,

EDUC-K 200, EDUC-K 205, EDUC-P 250, EDUC-W 200, all with C or higher and passing Praxis I®. C: EDUC-F 201, EDUC-F 202. Must be taken with EDUC-R 301. General methodology and organization; knowledge about teaching process, including general methods, instructional media, measurement, curriculum development and organization of the senior high-junior high/middle school; and techniques to promote individualized and interdisciplinary learning. I, II May be repeated twice for up to 6 credits.

**EDUC-M 323 Teaching of Music in the Elementary School (2 cr.)** P: MUS-M 174 and admission to TEP. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. Observations required. May be repeated twice for up to 4 credits.

**EDUC-M 324 Teaching About the Arts (1-3 cr.)** P: MUS-M 174. Introduction to the importance of the arts in elementary school curriculum. Students are given a foundation of methods and materials in art and music that will enable them to integrate the arts into the general curriculum, supplement art lessons given by school art specialists, and encourage student discussion and understanding of art and music in the world today. I, II May be repeated twice for up to 6 credits.

**EDUC-M 330 Foundations of Art Education and Methods 1 (3 cr.)** P: EDUC-F 202, EDUC-H 340, EDUC-M 130, EDUC-P 250, and 15 credit hours in Art C: EDUC-M 301 Field Experience An introduction to art education theory and related social issues. Supervised art teaching in public schools is an important part of this course. I

**EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)** P: Admission to TEP. Not open to Art or Art Education majors. Development of skills in viewing and discussing art, guidance in selecting and organizing visuals and media for art instruction in the elementary classroom.

**EDUC-M 337 Methods and Materials for Teaching Instrumental Music (2-3 cr.)** P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. Teaching, organization, and administration of school wind and percussion ensembles.

**EDUC-M 338 Methods and Materials for Teaching Choral Music (2-3 cr.)** P: Junior standing; EDUC-P 250, EDUC-F 201, EDUC-F 202. A study of vocal pedagogy, development of musicianship, rehearsal techniques, program management, and choral literature for elementary through high school choirs. A section of EDUC-M 401 Laboratory-Field Experience is co-requisite. I

**EDUC-M 359 Health and Wellness for Teachers (2 cr.)**

**EDUC-M 401 Laboratory/Field Experience (0-3 cr.)** A laboratory field experience in education for undergraduate students.

**EDUC-M 412 Teaching of Writing in Middle and Secondary Schools (3 cr.)** Study of current trends, issues, theories, research in literacy, emphasizing the teaching and learning of writing in secondary schools. Addresses linguistic and cultural diversity issues in composition as it explores the complex varied nature of

"good" writing and "effective" communication, tracing the implications for composition pedagogy.

**EDUC-M 420 Student Teaching Seminar (1-3 cr.)** This seminar will address several issues related to the process of becoming a teacher. I, II.

**EDUC-M 425 Student Teaching: Elementary (1-16 cr.)** Full time supervised student teaching in grades 1-6 for a minimum of ten weeks in an elementary school accredited by the State of Indiana or an equivalent approved school out-of-state. The experience is directed by a qualified supervising teacher and has university provided supervision. I, II.

**EDUC-M 430 Foundations of Art Education and Methods 2 (3 cr.)** P: EDUC-M 130, EDUC-H 340, EDUC-P 250, EDUC-F 202 and 15 cr hrs in art . C: M-401 Field Experience. Advanced study of curriculum developments in art education and methods of teaching visual art in secondary settings. II

**EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (2-4 cr.)** Develops concepts and theories from social science, humanities and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum; emphasis on curriculum development skills and repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory. I.

**EDUC-M 445 Methods of Teaching Foreign Languages (1-4 cr.)** Development and practice of skills and techniques of teaching foreign languages, selection of content and materials, an evaluation of students and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching. I.

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.)** P: TEP. Designed for students who plan to teach Biology, Chemistry, Earth Science, General Science or Physics in Junior High/Middle School/Secondary School. May be repeated twice for up to ten credits. I.

**EDUC-M 451 Student Teaching: Junior High and Middle School (1-16 cr.)** P: Completion of all other required coursework and Praxis I®. Additional fee required; S/F graded. Full time supervised student teaching for a minimum of ten weeks in a junior high or middle school accredited by the State of Indiana or an equivalent approved school out-of-state. The experience is directed by a qualified supervising teacher and has university provided supervision. I, II

**EDUC-M 452 Methodology of Teaching Senior High/Junior High/Middle School English (1-5 cr.)** P: TEP. Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess on-going programs in public schools and to study materials appropriate for these programs. I May be repeated twice for up to ten credits.

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.)** P: TEP. Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional

affiliations and teaching of daily lessons as related to the teaching of secondary and/or junior high/middle school mathematics. May be repeated twice for up to eight credits. I.

**EDUC-M 464 Methods of Teaching Reading (3 cr.)**

P: TEP. Focuses on middle, junior, senior high school. Curriculum, methods and materials for teaching students to read more effectively. May be repeated twice. II.

**EDUC-M 470 Practicum (3-8 cr.)** Teaching or experience under the direction of an identified supervising teacher, with university-provided supervision in the kindergarten endorsement or minor area, 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 is commensurate with the amount of time spent in the instructional setting. Additional fee required; S/F graded. May be repeated for credit.

**EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.)** P: Completion of all other required coursework and Praxis I®. C: EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded. Full time supervised student teaching for a minimum of ten weeks in either a junior high or middle school or high school accredited by the State of Indiana or an equivalent approved school out-of-state. The experience is directed by a qualified supervising teacher and has university provided supervision. I, II May be repeated twice for up to 32 credits.

**EDUC-M 482 Student Teaching: All Grades (1-16 cr.)**

P: Completion of basic and methods course requirements. C: EDUC-S 487, EDUC-R 303. Additional fee required; S/F graded. Full time supervised student teaching in the areas of Visual Arts, Music, Physical Education, Recreation, Special Education, or School Library/Media Services for a minimum of ten weeks at the elementary, junior high/middle school, and/or high school accredited by the State of Indiana or an equivalent approved school out-of-state. The experience is directed by a qualified supervising teacher and has university provided supervision. May be repeated for credit up to 16 credits.

**EDUC-M 500 Integrated Professional Seminar (0-6 cr.)**

This seminar is 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. May be repeated six times for up to 6 credits

**EDUC-M 501 Laboratory/Field Experience (0-3 cr.)**

Additional fee required; S/F graded. II A laboratory field experience in education for graduate students.

**EDUC-M 525 Practicum in Junior High/Middle School Education (1-6 cr.)**

P: Consent of instructor. Additional fee required; S/F graded. Provides for closely supervised field experience with children of junior high/middle school age.

**EDUC-M 550 Practicum (1-16 cr.)** Additional fee required; S/F graded. II Teaching or experience in an

accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. May be repeated for credit.

**EDUC-P 250 General Educational Psychology (1-4 cr.)**

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. I, II May be repeated twice for up to 8 credits.

**EDUC-P 407 Psychological Measurement in the Schools (2-3 cr.)**

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. I

**EDUC-P 475 Adolescent Development and Classroom Management (3 cr.)**

Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate. I

**EDUC-P 490 Research in Educational Psychology (1-3 cr.)**

S/F graded. Participation in a variety of student service experiences in general studies. May be repeated for credit

**EDUC-P 503 Introduction to Research (3 cr.)** Methods and procedures in educational research.

**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. An analysis of representative problems of the teacher's assumptions about human behavior and its development.

**EDUC-P 514 Life Span Development: Birth to Death (3 cr.)**

A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications from all life stages from birth to death. II.

**EDUC-P 515 Child Development (3 cr.)**

Major theories and findings concerning human development from birth through the elementary years as they relate to the practice of education. Topics include: physical development, intelligence, perception, language, socio-emotional development, sex role development, moral development, early experience, research methods, and socio-developmental issues relating to education. I

**EDUC-P 516 Adolescent 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. II

**EDUC-P 519 Psycho-Educational Assessment of Exceptional Children (3-4 cr.)** Instruments used to assess intellectual, educational, and social competencies of exceptional children. Additional credit for supervised practice in administering these tests to visually or acoustically handicapped, cerebral-palsied, language-impaired, or mentally retarded children.

**EDUC-P 520 Early Adolescent Behavior and Development (3 cr.)** Research theories and practices related to social, personal, intellectual, emotional and physical aspects of the middle years of childhood.

**EDUC-P 545 Educational Motivation (3 cr.)** This course examines a variety of theories of human motivation in educational settings, focusing on those theories that have practical application for teachers of kindergarten through post-secondary education. The course includes an examination of the development of achievement and intrinsic motivation and focuses specifically on the anxious, apathetic, and/or underachieving student as well as other problem students. Teachers will gain knowledge and skills in understanding how students' needs motivate them to learn or cause problems.

**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 590 Independent Study or Research in Educational Psychology (1-3 cr.)** Individual research or study with an Educational Psychology 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, EDUC-P 590 should not be used for the study of material taught in a regularly scheduled course. May be repeated for credit

**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. May be repeated for credit. I, II.

**EDUC-R 301 Audiovisual Production of Materials (0-2 cr.)** C: EDUC-M 310 A study of simple hand and machine assisted materials production techniques. Basic graphics techniques and layout included for a variety of mediated formats. I, II, S

**EDUC-R 303 Audiovisual-Operation of Equipment (0-2 cr.)** Training to basic skill levels in the operation of

16mm projectors, opaque, overhead, tape-recorders, television video-taping/playback, phonographs and other common classroom equipment.

**EDUC-R 423 Utilization of Instructional Materials (2-3 cr.)** For preservice teachers. Lectures and laboratory experiences in the selection, preparation, presentation, and evaluation of instructional materials culminating in a micro-teaching presentation by each student.

**EDUC-R 503 Instructional Media Applications (3 cr.)** Surveys the characteristics of widely used audiovisual media (e.g. slides, film, video) and technologies of instruction (e.g. programmed instruction, simulation/gaming, computer-assisted instruction). Provides guidelines for selecting media and techniques. Develops media presentation skills. For IST majors, does not count toward the minimum credit-hour requirement. May be repeated twice for up to 6 credits.

**EDUC-R 541 Instructional Development and Production I (3 cr.)** Given a design plan for a simple interactive product, student teams are introduced to the entire multimedia production process. Emphasizes basic skills in: writing, graphic design, interface design, scripting, prototyping, editing, formative evaluation, quality assurance and complementary teamwork. Laboratory use of text, still image, authoring and presentation software.

**EDUC-S 460 Books for Reading Instruction, 5-12 (1-3 cr.)** Examines the use of children's literature, trade books, and other non-text materials in reading instruction. Contemporary and historical selections for children and adolescents included. S

**EDUC-S 487 Principles of Senior High/Junior High/Middle School Education (2-3 cr.)** C: EDUC-M 480, EDUC-R 303. The background and objectives of our junior high/middle school and senior high schools. Contributions made by the curriculum and extracurriculum to these objectives. Contributions to the teacher of the guidance program.

**EDUC-S 490 Research in Secondary Education (1-3 cr.)** Individual research. May be repeated for up to 3 credits.

**EDUC-S 503 Secondary School Curriculum (3 cr.)** Designed to provide an overview for the teacher on the basic theories underlying the secondary school curriculum as well as an examination of the subject areas, problems, trends, challenges for the future and significant areas, problems, trends, challenges for the future and significant research in the field.

**EDUC-S 505 The Junior High and Middle School (3 cr.)** Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration. Not open to students who have taken EDUC-S 486.

**EDUC-S 506 Student Activity Programs (2-3 cr.)** For elementary, junior high/middle, and secondary school teachers and administrators. Comprehensive consideration of the student activity program. S

**EDUC-S 508 Problems in Secondary Education (1-3 cr.)** C: Taken with student teaching. Group analysis

of a common problem in the field of secondary education. May be repeated for credit

**EDUC-S 512 Workshop in Secondary Education (1-6 cr.)** S/F graded unless otherwise noted in the Schedule of Classes. Individual and group study of issues or concerns relating to the field of secondary education in workshop format. May be repeated for credit

**EDUC-S 514 Advanced Study in the Teaching and Reading in the Junior High and Secondary School (1-3 cr.)** For secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers. I, II May be repeated twice for up to 6 credits.

**EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. For secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers. I

**EDUC-S 517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent 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. I

**EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. Improved techniques, current literature, textbooks, and free and low-cost materials. Solution of specific practical problems confronting science teachers in the classroom and laboratory. I

**EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. 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. I

**EDUC-S 520 Advanced Study in Foreign Language Teaching (3 cr.)** P: Completion of an undergraduate methods course and teaching experience, or consent of instructor. 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. I

**EDUC-S 530 Junior High and Middle School Curriculum (3 cr.)** P: EDUC-S 505, junior high or middle school experience, or consent of instructor. The educational program especially designed for pre- and early-adolescents, with emphasis on analysis, planning, organization, and evaluation of junior high/middle school curriculum and special attention to specific subject areas.

**EDUC-S 590 Independent Study or Research in Secondary Education (1-3 cr.)** S/F graded. 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, EDUC-S 590 should not be used for the study of material taught in a regularly scheduled course.

**EDUC-S 591 Research Project in Secondary Education (3 cr.)** Designed to permit students to demonstrate their ability to identify, analyze, and propose solutions to problems in their educational area. Solutions may include research or comprehensive review of the literature, together with recommendations. An oral examination and defense of the project is required. I, II

**EDUC-U 100 Threshold Seminar: Craft/Culture of Higher Education (1-3 cr.)** Opportunities for students to better understand their personal development, to learn and utilize human relations skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Class emphasis will vary, depending upon student needs and specific topics to be addressed. I, II, S

**EDUC-U 450 Undergraduate Student Personnel Assistant (1-2 cr.)** To prepare undergraduate students to serve as student assistants in the functional areas of Student Personnel Administration; i.e. orientation student assistant, undergraduate resident assistants. S/F graded May be repeated for credit

**EDUC-U 570 Workshop: College Student Personnel (1-3 cr.)** The course provides an opportunity for persons with experience to study current trends and issues as related to functional areas of student personnel administration.

**EDUC-W 200 Using Computers in Education (1-3 cr.)** P: CSCI-A 106 or CLEP score of 50. Required of all students pursuing teacher education. Introduction to instructional computing and educational computing literature. Hands-on experience with educational software, utility packages, and commonly used microcomputer hardware.

**EDUC-W 310 Integrating Technology K-12 (3 cr.)** P: EDUC-W 200. 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. I, II

**EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.)** P: EDUC-M 464 or consent of instructor. Diagnosis of reading difficulties and solution and problems through research, conference, and practice in the use of materials and equipment. I, II

**EDUC-X 401 Critical Reading in Content Areas (1-3 cr.)** P: EDUC-M 464 or EDUC-E 339 and EDUC-E 340, or consent of instructor. Aids elementary and secondary teachers in the development of instructional strategies which assist students in the comprehension critical

analysis, and integration of ideas presented in literature of various subject matter areas. I, S

**EDUC-X 425 Practicum in Reading (1-8 cr.)** P: EDUC-E 339 and EDUC-E 341 or EDUC-M 464 and EDUC-X 400 and EDUC-X 401, or consent of instructor. Additional fee required; S/F graded. Students will work in selected elementary and secondary classrooms diagnosing and developing reading competency. I, II May be repeated twice for up to 12 credits

**EDUC-X 470 Psycholinguistics for Teachers of Reading (1-3 cr.)** P: Consent of instructor. 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. S

**EDUC-X 490 Research in Reading (1-6 cr.)** Diagnosis of reading difficulties and solution of problems through research, conference, and practice in the use of materials and equipment. May be repeated for credit

**EDUC-X 501 Critical Reading in Content Areas (3 cr.)** P: EDUC-E 545 or EDUC-S 514, or consent of instructor. Analyzes and applies to reading various theories and models of thinking; presents teaching/learning strategies for developing critical reading; evaluates instructional materials and methodologies designed to foster critical reading. I

**EDUC-X 502 Sociological, Psychological, and Linguistic Perspectives on Reading and Language (3 cr.)** P: EDUC-E 545 or EDUC-S 514, or consent of instructor. 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. S

**EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)** P: EDUC-E 545 or EDUC-S 514 and EDUC-P 507. Treats the theory, correlates instruments, and techniques of diagnosing reading difficulties in the classroom. II

**EDUC-X 525 Practicum in Reading (1-4 cr.)** P: EDUC-E 545 or EDUC-S 514, EDUC-X 504 and three years of teaching experience, or consent of instructor. Observation and participation in Reading Clinic, diagnostic testing, remedial classroom teaching, compiling clinical records, and reporting to academic counselors. I

**EDUC-X 530 Topical Workshop in Reading (1-6 cr.)** P: Instructor's permission. S/F graded. Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work. S

**EDUC-X 590 Research in Reading (1-6 cr.)** S/F graded. Individual research. May be repeated twice for up to 12 credits

**EDUC-Y 510 Action Research I (3 cr.)** An introduction to the basic philosophy and methods of action research. Students will design an action research project and write a proposal. In this class, you will learn how to conduct action research. You will learn how to select an area of focus; collect data; organize, analyze and interpret data;

and take action based on your findings. You will plan an action research study and write a formal proposal for that study.

**EDUC-Y 511 Action Research II: Independent Study (1-3 cr.)** Independent study course to carry out projects proposed in EDUC-Y 510. I, II

## English | ENG

### English | ENG

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### **ENG-A 190 Art, Aesthetics, and Creativity (3 cr.)**

Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits.

#### **ENG-A 399 Art, Aesthetics, and Creativity (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Explores relation between creative writing and other art forms. Interdisciplinary arts projects. Emphasis on independent work, ethical issues of art and society, and the nature of the creative process. Discussion based, writing intensive.

#### **ENG-D 600 History of the English Language (3-4 cr.)**

Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

#### **ENG-E 110 Diversity in United States Literature (3 cr.)**

This lecture course offers a broad introduction to the cultural diversity of the United States through a range of interdisciplinary material, including literature, theater, cinema, photography, music, oral history, and critical theory. Topics covered may include race, national identity, gender, the Civil Rights movement, globalization, and immigration.

#### **ENG-E 301 Literatures in English to 1600 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. The historical study of literature in English for the period 450 to 1600. I

#### **ENG-E 302 Literatures in English 1600-1800 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments. II

#### **ENG-E 303 Literatures in English 1800-1900 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments. II

#### **ENG-E 304 Literatures in English 1900-Present (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts. I

#### **ENG-G 013 Academic Writing for Graduate Students (3 cr.)**

Designed to meet the academic writing needs

of ESL graduate students from multiple disciplines, this course focuses on a variety of academic writing styles and disciplinary approaches to producing research papers and professional documents. Students practice paraphrasing, summarizing, and critiquing discipline-related articles; writing successful proposals and a comprehensive research paper.

**ENG-G 20 Communication Skills for Graduate Students and International Teaching Associates (3-4 cr.)**

This course provides instruction on communication and presentation skills to graduate ENL students. The oral proficiency required to discuss and present academic materials is developed. Language skills and classroom interaction skills are practiced while focusing on individual needs.

**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. I, II, S

**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 English phonology, syntax, orthography, and lexicon. II (alternate years)

**ENG-G 302 Structure of Modern English (3 cr.)** P: ENG-W 131 with a grade of C or higher. Linguistic analysis of present-day spoken and written English with attention to its phonetic, morphemic, and syntactical systems and its system of expressive features. II (alternate years)

**ENG-G 660 Stylistics (3-4 cr.)** Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention will center on the description of the verbal characteristics of texts, what those characteristics reflect about the author, and how they affect the reader.

**ENG-L 202 Literary Interpretation (3 cr.)** P: ENG-W 131 with a grade of C or higher. AHILA 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. I, II

**ENG-L 207 Women and Literature (3 cr.)** P: ENG-W 131 with a grade of C or higher. Issues and approaches to critical study of women writers and treatment in British and American literature.

**ENG-L 220 Introduction to Shakespeare (3 cr.)** P: ENG-W 131 with a grade of C or higher. Shakespeare's best-known plays and poems. Credit not given for both ENG-L 220 and ENG-L 315.

**ENG-L 222 Introduction to Literary Criticism (3 cr.)** P: ENG-W 131 with a grade of C or higher. Established critical approaches (such as formalist, biographical, historical), with practice in applying these approaches to a small number of texts.

**ENG-L 290 Children's Literature (3 cr.)** P: ENG-W 131 and any junior/seniorlevel writing requirement, both with a C or higher. Historical and modern children's books

and selections from books; designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature.

**ENG-L 305 Chaucer (3 cr.)** P: ENG-W 131 with a grade of C or higher. Examination of the Book of the Duchess, The Parliament of Fowls, Troilus and Criseyde, and selected Canterbury Tales, to acquaint students with the language, conventions, and background of Chaucer's poetry.

**ENG-L 306 Middle English Literature (3 cr.)** P: ENG-W 131 with a grade of C or higher. A survey of Middle English lyrics, drama, and romance, with special attention to Langland, The Pearl-poet, and Gower, designed to acquaint the student with the language and literary development of England from 1066 to 1500.

**ENG-L 313 Early Plays of Shakespeare (3 cr.)**

P: ENG-W 131 with a grade of C or higher. The course concentrates on Shakespeare's history plays, and it addresses the following problems: (1) history or chronicle as dramatic genre, (2) Shakespeare as historian, (3) the rhetoric of history, and (4) fact, truth, and art.

**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 315 Major Plays of Shakespeare (3 cr.)** P: ENG-W 131, passed at C or better. A close reading of a representative selection of Shakespeare's major plays. Credit not given for both ENG-L 220 and ENG-L 315. II (every other year)

**ENG-L 327 Later Eighteenth Century Literature (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Representative literary works from the mid-eighteenth century to 1800, studies within their social context.

**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 335 Victorian Literature (3 cr.)** P: ENG-W 131 with a grade of C or higher. A survey of English poetry and prose from approximately 1832 to 1900. Attention to figures like Tennyson, Browning, and Carlyle.

**ENG-L 347 British Fiction to 1800 (3 cr.)** P: ENG-W 131 with a grade of C or higher. ENG-L 347 covers the development of British fiction, including the novels of John Bunyan, Daniel Defoe, Jonathan Swift, Henry Fielding, L. Frances Burney. It is intended for English majors and/or those with some literature and writing experience.

**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 writers as Scott, Dickens, Eliot, and Hardy.

**ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Examination of a range of literary and cultural communications from the period of exploration and colonization of the Americas through the Revolutionary era. Special attention paid to the interactions between rhetoric and history, and to religious, scientific, political, racial, and literary discourses.

**ENG-L 351 American Literature 1800-1865 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Study of a range of texts from the formative period of the republic to the end of the Civil War. Special attention paid to the shifting definitions and constructions of United States American national and cultural identity, as affected by issues of race, environment, transatlantic exchange, scientific discourse and the emergence of women writers.

**ENG-L 352 American Literature 1865-1914 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Surveys American literature through the development of realism, regionalism, naturalism, and the beginnings of modernism. Considers literature's relation to social and cultural phenomena of this era, such as urbanization, industrialization, immigration, racial tensions, labor strife, changing gender roles, and the spread of mass media and consumer culture.

**ENG-L 354 American Literature Since 1914 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Provides an understanding of the pivotal literary innovations and cultural changes during this period. Literary movements such as naturalism, realism, and modernism may be the subject of focus, as might changes in race and gender relation labor politics, immigration policies, regionalism, and the increasing shift from agricultural to urban economics.

**ENG-L 355 American Fiction to 1900 (3 cr.)** P: ENG-W 131 with a grade of C or higher. Survey of a range of literary fiction in nineteenth-century America, examining a variety of forms including the novel, sketch, short story, as well as modes (Gothic, romance, sentimental adventure). Attention will be paid to the historical, cultural, and political contexts in which canonical and lesser-known authors wrote.

**ENG-L 358 American Literature, 1914-1960 (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Survey of literature expressions centered mainly in the first half of the twentieth century. Attention may be given to such literary movements as modernism and the Beats, as well as literature written by women and various ethnic populations.

**ENG-L 365 Modern Drama Continental (3 cr.)** P: ENG-W 131 with a grade of C or higher. Special attention to Ibsen, Strindberg, Chekhov, Pirandello, Brecht, Beckett, and the theater of the absurd.

**ENG-L 369 Studies in British and American Authors (3 cr.)** P: ENG-W 131 with a grade of C or higher. Studies in single authors (such as Wordsworth and Melville), groups of authors (such as minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester.

**ENG-L 370 Recent Black American Writing (3 cr.)**

P: ENG-W 131 with a grade of C or higher. A study of the major African American writers, with special emphasis on recent writing.

**ENG-L 371 Critical Practices (3 cr.)** P: ENG-L 202.

Study of and practice in critical methodologies; can be focused on specific topics. I, II.

**ENG-L 376 Literature for Adolescents (3 cr.)** P: ENG-W 131 with a grade of C or higher. A survey of the challenging, sometimes controversial, literature written

about and for young adult readers. A wide range of readings, with discussion topics that include "problem" fiction, fantasy and escapism, and censorship. This course is if future teachers and for others interested in the complex phenomenon of coming of age.

**ENG-L 379 American Ethnic and Minority Literature (3 cr.)**

P: ENG-W 131 with a grade of C or higher. A survey of representative authors and works of American ethnic and minority literature with primary focus on Black, Hispanic, and Native Americans.

**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 groups and movements (such as Black writers, poets of projective verse, new regionalists, parajournalists and other experiments in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit, by special arrangement with the Department of English.

**ENG-L 382 Fiction of Non-Western World (3 cr.)**

P: ENG-W 131 with a grade of C or higher. An in-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. May be repeated once for credit.

**ENG-L 388 Studies in Irish Literature and Culture (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Studies in single authors, such as Yeats or Joyce; groups of authors, such as contemporary Irish poets; periods, such as the Irish literary renaissance; and genres, such as modern Irish drama. Topics vary from semester to semester.

**ENG-L 450 Seminar: British and American Authors (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Open only to seniors, except by consent of instructor, ENG-L 450 Seminar: British and American Authors and ENG-L 460 Seminar: Literary Form, Mode, and Theme should not be taken until all, or almost all, other major courses are completed. Intensive study of a major author or a school of closely-related authors. May be repeated once for credit.

**ENG-L 460 Seminar: Literature Form, Mode, and Theme (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Open only to seniors, except by consent of instructor, ENG-L 450 Seminar: British and American Authors and ENG-L 460 Seminar: Literary Form, Mode, and Theme should not be taken until all, or almost all, other major courses are completed. 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.). May be repeated once for credit.

**ENG-L 501 Professional Scholarship in Literature (4 cr.)**

Instruction in the materials, tools, and methods of research. The course is especially designed to familiarize beginning graduate students with the research expectations associated with graduate study in literature.

**ENG-L 502 Contexts for Study of Writing (4 cr.)**

Historical and cognitive effects of writing, reading, and language use, and the implication of these effects for the teaching and study of literature and writing. Special

emphasis will be placed on the history and psychology of literacy.

**ENG-L 590 Internship in English (4 cr.)** A supervised internship in the uses of language in the workplace. Each intern will be assigned a problem or task and will develop the methods for solving or completing it. Each intern will complete a portfolio of workplace writing and self-evaluation.

**ENG-L 612 Chaucer (4 cr.)** Critical analysis of *The Canterbury Tales*, *Troilus and Criseyde*, and selected shorter poems.

**ENG-L 623 English Drama from the 1590s to 1800, Exclusive of Shakespeare (4 cr.)** P: Familiarity with half a dozen plays of Shakespeare.

**ENG-L 625 Readings in Shakespeare (4 cr.)** Critical analysis of selected texts.

**ENG-L 631 English Literature 1660-1790 (4 cr.)** Extensive reading in poetry and nonfictional prose. Extensive reading in poetry and nonfictional prose.

**ENG-L 639 English Fiction to 1800 (4 cr.)**

**ENG-L 642 Studies in Romantic Literature (4 cr.)** An advanced survey of the literature and thought of the major writers of the British Romantic movement, including Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

**ENG-L 647 Studies in Victorian Literature (4 cr.)** Study of one writer, a group of writers, or a theme or form significant to the period.

**ENG-L 650 Studies in American Literature to 1900 (4 cr.)** Intensive study of writer, a group of writers, or a theme or form significant to the period.

**ENG-L 653 American Literature 1800-1900 (4 cr.)** Intensive historical and critical study of all genres from Washington Irving through Frank Norris.

**ENG-L 660 Studies in British and American Literature 1900-Present (4 cr.)** Intensive study of one writer, a group of writers, or a theme or form significant to the period. Course may be repeated once for credit with a different topic.

**EDUC-L 674 Studies in International English Literature (4 cr.)** Literatures from Africa, the Caribbean, Australia, New Zealand, the Pacific islands, the Indian subcontinent, or Canada.

**ENG-L 680 Special Topics-Literature Study and Theory (4 cr.)** Readings in sociological, political, psychological, and other approaches to literature. May be repeated once for up to 8 credits.

**ENG-L 681 Genre Studies (4 cr.)** A variable title course, genre studies examines the specific characteristics of individual genres.

May be repeated once for credit.

**ENG-L 695 Individual Readings in English (1-4 cr.)** Independent study. May be repeated once for up to 8 credits.

**ENG-T 190 Literary and Intellectual Traditions (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the

following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.

**ENG-T 191 World Literary and Intellectual Traditions I (3 cr.)** A thematic interdisciplinary exploration of a major humanistic tradition of inquiry in the context of world culture before 1600. Themes may include: self, truth, beauty, community, nature, and conflict. Designed to allow Education majors to meet campus general education and state licensing requirements. Writing-intensive, discussion focused.

**ENG-T 192 World Literary and Intellectual Traditions II (3 cr.)** A thematic, interdisciplinary exploration of a major humanistic tradition of inquiry, in the context of world culture after 1600. Themes may include: self, truth, beauty, community, nature, and conflict. Designed to allow Education majors to meet campus general education and state licensing requirements. Writing-intensive, discussion-focused.

**ENG-T 390 Literary and Intellectual Traditions (3 cr.)** Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused. Attention to primary texts and research materials.

**ENG-W 31 Pre-Composition (3-4 cr.)** Designed to give student practice in writing skills necessary for success in ENG-W 131 or ENG-L 141-142 or the equivalent. This course concentrates on sentence and paragraph writing and on appropriate details of Standard American English. Note: admission by referral only; S/F grading only; credit does not count toward any degree.

**ENG-W 130 Principles of Composition (3-4 cr.)** For students who need a semester of writing instruction before taking W131. Practice in writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

**ENG-W 130 Principles of Composition (4 cr.)** This 4-credit course is an enhanced version of W130, with additional laboratory time. In this course, students should become more confident as interpreters of college-level reading and better prepared for developing their ideas in relation to those texts. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Students edit their writing with a view to improving their ability to organize ideas and present them in effective language.

**ENG-W 130 Principles of Composition (3 cr.)** ESL: In this course, ESL students focus on interpreting college-level readings and developing their ideas in relation to those texts in order to become well-prepared for ENG-W 131. The course focuses on using summary, analysis, and synthesis to produce thoughtful, organized, theory-driven essays. Specific ESL writing issues are addressed.

**ENG-W 131 Reading, Writing, and Inquiry I (2-3 cr.)** ENG-W 131 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 140 Elementary Composition-Honors**

**(3 cr.)** P: A strong performance in ENG-W 130, plus consent of the instructor or honors director. Offers an introductory writing course for advanced first year writers. Requirements parallel those of ENG-W 131. Portfolio grading.

**ENG-W 203 Creative Writing (3 cr.)** P: Students must have a C or higher in ENG-W 131 to enroll in a 200-level writing course. Exploratory course in the writing of poetry and/or fiction. May be repeated with a different topic for a maximum of 6 credit hours. Does not satisfy English composition requirement. I, II, S

**ENG-W 231 Professional Writing Skills (3 cr.)** P: ENG-W 131 with a grade of C or higher. Credit not given for ENG-W 231 and ENG-W 232. To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals and papers. I, II, S

**ENG-W 232 Introduction to Business Writing (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Credit not given for ENG-W 231 and ENG-W 232. Designed for students pursuing business careers. Practice in clarity, correctness, organization, and audience adaptation in business letters, interoffice memos, and informal and formal reports. Some emphasis on business research methods, research design, collaborative writing, and oral communication. I, II, S

**ENG-W 233 Intermediate Expository Writing (3 cr.)**

P: ENG-W 131 with a grade of C or higher, POLS-Y 211. Instruction and practice in producing researched and documented texts appropriate for public and academic audiences. Emphasis on appropriate primary and secondary research methods, organization, writing style, and documentation.

**ENG-W 250 Writing in Context (1-3 cr.)**

P: ENG-W 131 with a grade of C or higher. Principles of editing and publishing literary writing. Kinds of journals, varieties of formats (including print and e-zine), introduction to editing and production processes. Possible focus on genre publishing (fiction, poetry, non-fiction prose), grant writing, Web publishing, etc. May be taken twice for credit.

**ENG-W 260 Film Criticism (3 cr.)** P: ENG-W 131 with a grade of C or higher. This course surveys the major schools of film criticism and applies these theories to contemporary films. Students may write in the manner of the different critical approaches studied. Schools of film criticism considered may include formalism, auteur theory, genre studies, and feminist film theory.

**ENG-W 270 Argumentative Writing (3 cr.)** 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 assertions and convincing arguments.

**ENG-W 280 Literary Editing and Publishing (3 cr.)**

P: ENG-W 131 with a grade of C or higher. This class is designed to educate students by exposing them to contemporary writing as it goes through the process—from mailbox to published book—of being judged and selected for publication. Students will read and critique manuscripts submitted to Wolfson Press for possible publication. We will focus on the mechanics and ethics inherent in any editorial endeavor that includes selection as part of its process.

**ENG-W 301 Writing Fiction (3 cr.)**

P: ENG-W 131 with a grade of C or higher; submission of acceptable manuscripts to instructor in advance of registration. C: ENG-W 203. Further exploration in the art of fiction writing. May be taken twice for credit.

**ENG-W 302 Screenwriting (3 cr.)**

P: ENG-W 131 with a grade of C or higher, or permission of instructor. Students may not receive credit for both ENG-W 302 and TEL-T 331. A practical course in basic techniques of writing for film. Examine film screenplay structure and analyze the dramatic strategies of films. Learn to use the correct script format, and to creatively engage in the various stages of original dramatic script writing. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, and dialogue. May be taken twice for credit.

**ENG-W 311 Writing Creative Nonfiction (3 cr.)**

P: ENG-W 131, ENG-W 203. Writing workshop in such modes as personal essay, autobiography, or documentary. Course focuses on understanding and practicing the rhetorical and stylistic choices available to writers of creative nonfiction: options for structure, pacing, language, style, tone, detail, description, authorial presence and voice, etc. (Offered every other year)

**ENG-W 315 Writing for the Web (3 cr.)**

P: ENG-W 131 with a grade of C or higher. Submission of acceptable manuscripts to instructor in advance of registration. C: ENG-W 203. Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers-hypertext, electronic mail, and computer conferencing-and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

May be repeated once for credit.

**ENG-W 350 Advanced Expository Writing (3 cr.)**

P: ENG-W 131 with a grade of C or higher or equivalent. An advanced writing course that draws on rhetorical theory to develop critical thinking and analytical writing with an emphasis on rhetorical forms and practices and their functions in society. Topics vary. Special sections reserved for English Education students.

**ENG-W 367 Writing for Multiple Media (3 cr.)**

P: CSCI-A 106, ENG-W 131 with a grade of C or higher. Introduces principles and practices of multimedia design and implementation, with emphasis on writing in multimedia contexts. Students will consider ways that new media affect the production and reception of writing and its relationship to other forms of communication (e.g., oral and visual).

**ENG-W 398 Internship in Writing (1-3 cr.)** P: ENG-W 131 with a grade of C or higher, ENG-W 135 or honors eligibility. 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. May be repeated for up to 6 credits.

**ENG-W 401 Advanced Fiction Writing (3 cr.)** P: Consent of instructor. Focused work in the art and profession of fiction writing.

**ENG-W 403 Advanced Poetry Writing (3 cr.)** P: Consent of instructor. Focused work in the art and profession of poetry writing.

**ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.)** Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

**ENG-W 511 Writing Fiction (3 cr.)** Either ENG-W 511 or ENG-W 513 may be taken twice for the M.A.

**ENG-W 513 Writing Poetry (4 cr.)** Poetry writing workshop on the study of prosody and form (including formal elements of free verse) in the context of writing by class members. Course may be taken twice for M.A. credit.

**ENG-W 609 Directed Writing Projects (1-4 cr.)** Individual creative or critical projects negotiated with the professor who agrees to offer tutorial assistance. Credit hours will vary according to scope of project. Course may be taken twice for M.A. credit.

**ENG-W 615 Writing Creative Nonfiction (4 cr.)** Writing workshop in such modes as personal essay, autobiography, and documentary.

## French | FREN

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**FREN-F 101 Elementary French 1 (3-5 cr.)** All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

**FREN-F 102 Elementary French 2 (3-5 cr.)** P: FREN-F 101. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Introduction to contemporary French and Francophone cultures. Emphasis on interaction and communication.

**FREN-F 203 Second-Year French I (3-4 cr.)** P: FREN-F 102 or equivalent. FREN-F 203 must be taken before FREN-F 204. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**FREN-F 204 Second-Year French II (3-4 cr.)** P: FREN-F 203 or equivalent. FREN-F 203 must be taken before FREN-F 204. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**FREN-F 298 Second-Year French (3-6 cr.)** All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. A student who places at the third-year level on the IU South Bend foreign language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in FREN-F 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in FREN-F 298. If the grade earned is A, it is recorded for special credit; if the grade earned is B, S is recorded for special credit. No special credit is given if the grade earned is lower than B.

**FREN-F 305 Chefs-d'œuvre de la Littérature Française I (3 cr.)** P: FREN-F 204 or equivalent. FREN-F 203 must be taken before FREN-F 204. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Drama and literature of ideas. Dramatists such as Corneille, Racine, Molière, Beaumarchais, and Sartre; essayist and philosophes such as Descartes, Pascal, Voltaire, Diderot, and Camus. Lectures and discussion in French.

**FREN-F 306 Chefs-d'œuvre de la Littérature Française II (3 cr.)** P: FREN-F 204 or equivalent. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing 16th-, 19th-, and 20th-century poetry. Lectures and discussions in French.

**FREN-F 313 Advanced Grammar and Composition 1 (3 cr.)** P: FREN-F 204 or equivalent. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Detailed review of grammar. Writing practice, chiefly *Thème et version*.

**FREN-F 314 Advanced Grammar and Composition 2 (3 cr.)** P: FREN-F 313 All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Detailed review of grammar. Writing practice, chiefly *Thème et version*.

**FREN-F 361 Introduction History à la Civilisation Française I (3 cr.)** P: FREN-F 204 or equivalent. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Readings related to the political and social development of France; background to a further study of French society and literature from the fifteenth century to the French Revolution. III

**FREN-F 363 Introduction à la France Moderne (3 cr.)**

P: FREN-F 204 or equivalent. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. The development of French culture and civilization in the 20th century, with an emphasis on the events which shaped modern France, illustrative works of literature, the problems of Paris, and the structure of daily life. Period covered 1890-1958.

**FREN-F 391 Studies in French Film (3 cr.)**

P: FREN-F 204 or equivalent. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. 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. Specific topic to be announced (History of French Film; Literature and Cinema in France; Renoir, Truffaut, Godard).

**FREN-F 450 Colloquium in French Studies (2-3 cr.)**

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Emphasis on one topic, author, or genre.

**FREN-F 454 Litterature Contemporaine 2 (3 cr.)**

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Emphasis on one topic, author, or genre.

**FREN-F 480 French Conversation (3 cr.)**

All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. Designed to develop conversational skills through intensive controlled conversation with an emphasis on the use of linguistic devices and the mastery of oral expression.

**FREN-F 495 Individual Readings in French (1-3 cr.)**

P: Consent of department. All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. May be repeated. No more than 3 credit hours may be applied toward requirements of the major.

**General Studies | GNST****General Studies | GNST**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**GNST-G 203 Introduction to General Studies**

**(Threshold Seminar) (1-3 cr.)** Identification and assessment of educational, personal and professional goals for a Bachelor of General Studies degree. Development of a written academic and strategic plan to complete the degree in line with identified goals and while meeting university requirements.

**GNST-G 299 Self-Acquired Competency (1-30 cr.)**

S/ F graded. Underclass elective credit for competencies acquired in learning experiences outside of college. The student must prepare a portfolio describing and documenting the learning experience for which credit is desired. A faculty committee will evaluate the experience and recommend the appropriate credit.

**GNST-G 400 General Studies Senior Capstone**

**Seminar (1-3 cr.)** Assessment by each student of his/her Bachelor of General Studies academic program in the light of university requirements and the personal and professional goals for a degree. Development of a plan for life-long learning in the achievement of the student's personal and professional objectives.

**GNST-G 481 Professional Internship (1-6 cr.)**

P: Consent of instructor. Field experience in a setting appropriate to the students career objectives, under the supervision of a qualified professional. May be repeated for credit up to a maximum of 12 credits.

**GNST-G 499 Self-Acquired Competency (1-30 cr.)**

S/ F graded. Upperclass elective credit for competencies acquired in learning experiences outside of college. The student must prepare a portfolio describing and documenting the learning experience for which credit is desired. A faculty committee will evaluate the experience and recommend the appropriate credit.

**Geography | GEOG****Geography | GEOG**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**GEOG-G 107 Physical Systems of the Environment**

**(3-5 cr.)** Explores the physical processes of the Earth-its weather, climate, landforms, oceans and ecosystems--and analyzes a range of environmental issues.

**GEOG-G 110 Introduction to Human Geography**

**(3 cr.)** How do languages, religions, customs, and politics move among local, national, and global scales? How do social and cultural processes shape natural resource use, population, migration, agriculture, industry, and urbanization? This course addresses these questions and introduces human geography.

**GEOG-G 120 World Regional Geography (3 cr.)**

How do population dynamics, patterns of urbanization, cultural practices, and geopolitics vary among the major regions of our world? This course explores each region in turn, addressing the dynamic interactions among regional and global social and cultural processes.

**GEOG-G 201 World Regional Geography (3 cr.)**

Analysis of population, culture, environment, and economic of major world regions. Examination of issues of global importance, including: development, demographic change, urbanization and migration, and international conflict.

**GEOG-G 213 Introduction to Economic Geography**

**(3 cr.)** Principles of economic geography including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of inter-regional trade.

**GEOG-G 306 The Geography of Current Issues (3 cr.)**

P: GEOG-G 110 or junior standing. An examination of current problems from a geographical perspective. Specific topic considered varies from semester to semester and may include American poverty, rural poverty, black America, the urban ghetto, non-Western

urbanization, crime, and environmental quality. May be repeated once for up to 6 credits.

**GEOG-G 313 Political Geography (3 cr.)** P: GEOG-G 110 or 3 credit hours of political science, or consent of instructor. Geographical influences which have continually affected development of political units, such as nations, states, and parties, as background for current events.

**GEOG-G 315 Environmental Conservation (3 cr.)** C: Junior standing Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment emphasizing an ecological approach. Current problems relating to environmental quality.

**GEOG-G 320 Population Geography (3 cr.)** C: Junior standing or consent of instructor. Study of population growth, compositional change and redistribution at regional, national, and global scales. Topics include population pressure, fertility control, aging of societies, AIDS epidemiology, immigration, and population policies.

## Geology | GEOL

### Geology | GEOL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**GEOL-G 111 Physical Geology (3 cr.)** P: C or higher in MATH-A 100. Basic concepts of geology. Geological time, formation of rocks; erosion and landscape evolution. Interpretation of earth history from geological data. Saturday field trips. Restricted to prospective geology and other science majors. I May be repeated for up to 6 credits.

**GEOL-G 112 Historical Geology (3 cr.)** P: C or higher in MATH-A 100. Principles of interpreting earth history from geological data. Geologic time, biological evolution, plate tectonics, and ancient environments. Two lectures and one laboratory per week. II

**GEOL-G 190 The Evolving Earth (3 cr.)** Processes that have produced the Earth and are continuing to change it. Topics include origin and evolution of life, dynamic forces within the Earth (earthquakes and volcanism), geological sources of energy, and the effect of humans on the geologic environment. Occasional field trips.

**GEOL-G 210 Oceanography (3 cr.)** P: MATH-M 115 or equivalent. An introduction to the study of oceans and marine processes and the atmosphere. Emphasis on the morphology of the ocean floor, life in the ocean, oceanic circulation, sea-floor spreading, global climate, and solar-terrestrial relations. II (odd years)

**GEOL-G 219 Meteorology (3 cr.)** P: MATH-M 115 or equivalent. Basic concepts of atmospheric dynamics and meteorology, with emphasis on developing an understanding of weather, climate, and forecasting. II (even years)

**GEOL-G 451 Principles of Hydrogeology (2-4 cr.)** P: C106, M216, or consent of instructor. Physical and chemical properties of water; chemical equilibria and stable isotopes in groundwaters; acid drainage, landfills, and agricultural pollution; Darcy's Law, fluid potential, unsaturated flow; fluid and aquifer properties affecting

groundwater flow; fluid mass-balance equation and its application; contaminant transport.

**GEOL-N 190 The Natural World (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II, S

**GEOL-N 390 The Natural World (3 cr.)** P: Level 4 on the Math Placement Exam, or equivalent, and any GEOL course, or permission from instructor. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement. I

**GEOL-T 106 Earth and Space Science for Elementary Teachers (4 cr.)** P: MATH-T 101 and PHYS-T 105 or CHEM-T 105. Open only to elementary education majors. Principles of Earth and space science. Laboratory, demonstration, and exploration enrich the course material and develop the expertise needed for success in the elementary school classroom. I, II

**GEOL-G 413 Introduction to Geophysics (3 cr.)** P: PHYS-P 221, MATH-M 215. Study of the shape, gravity, and magnetic field of the earth, seismology and internal structure of the earth. Eligible for graduate credit.

## German | GER

### Germany | GER

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**GER-E 321 Gender and Sexuality in Germany (3 cr.)** Study of the shifting definitions and social constructions of masculinity, femininity, homosexuality, and related topics, as reflected in the cultural documents (texts, films, music, etc.) of German-speaking society from the Enlightenment to the present. Conducted in English.

**GER-G 101 Beginning German 1 (3-5 cr.)** Introduction to present-day German and selected aspects of German civilization. Listening comprehension, reading comprehension of simple texts, speaking and writing proficiency for simple communication, understanding of basic language structures.

**GER-G 102 Beginning German II (3-5 cr.)** Introduction to present-day German language and selected aspects of German civilization. Listening, comprehension, reading comprehension of simple texts, speaking and writing proficiency for simple communication, understanding of basic language structures.

**GER-G 203 Second Year German 1 (3 cr.)** P: GER-G 102 or equivalent. Continued development of proficiency in oral and written communication in German through listening, reading, and use of German in realistic situations.

**GER-G 204 Second Year German 2 (3-4 cr.)**

**GER-G 277 Women in German Culture: 1750-Present (3 cr.)** The changing role of women in German-speaking society since the Enlightenment, as reflected in writings and other documents. Emphasis on historical, social, aesthetic, and philosophical factors.

**GER-G 298 Second-Year German (3-6 cr.)** A student who places at the third-year level on the language placement examination and completes a course at the third-year level is eligible for 6 credit hours of special credit in GER-G 298. A student who places in the second semester of the second year and completes a course at the second-semester, second-year level is eligible for 3 credit hours of special credit in GER-G 298. If the grade earned is A, it is recorded for special credit; if the grade is B, S is recorded for special credit. No special credit is given if the grade earned is less than B.

**GER-G 300 Fifth-Semester College German (3 cr.)**  
P: GER-G 204. Comprehensive review of grammatical points introduced in G100 through G250. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and one novel or play. Conducted in German.

**GER-G 305 Introduction to German Literature-Types (3 cr.)** P: GER-G 204 or equivalent. C: GER-G 306. Study of literary types (narrative, dramatic, lyric) with examples of each selected from two or more periods. Conducted in German.

**GER-G 306 Introduction to German Literature-Themes (3 cr.)** P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

**GER-G 307 Selected Works of Contemporary German Literature (3 cr.)** P: GER-G 204 or equivalent. Does not duplicate GER-G 305/GER-G 306. Interpretation and textual analysis of literary works from 1945 to the present. Includes works by such authors as Grass, Böll, Weiss, Frisch, and Bobrowski.

**GER-G 310 Deutsch: Mittelstufe II (3 cr.)** P: GER-G 204. Intensive review of selected grammatical topics and continued practice of composition and conversation. Conducted in German.

**GER-G 313 Writing German 1 (2-3 cr.)** P: GER-G 204 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.

**GER-G 314 Writing German 2 (3 cr.)** P: GER-G 313 or equivalent. Emphasis on composition and review of grammar through analysis of texts in a variety of genres.

**GER-G 363 Introduction to German Cultural History (3 cr.)** P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

**GER-G 370 German Cinema (3 cr.)** P: GER-G 204. Survey of the German cinema from the films of Expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production. Offered in English.

**GER-G 396 German Language Abroad (3 cr.)**  
P: GER-G 204 or equivalent. Credit for intermediate to

advanced German language study in a German-speaking country when no specific equivalent is available among departmental offerings.

**GER-G 464 German Culture and Society (3 cr.)** The interaction of social, intellectual, and artistic forces in German life of the past two centuries, with emphasis on important developments and figures. Conducted in German.

**GER-G 465 Structure of German (3 cr.)** P: GER-G 314 or consent of instructor. 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.)** P: Consent of department. Not more than 3 credit hours may be applied toward requirements of the major. May be repeated.

## Health, Physical Education, and Recreation | HPER

### Health, Physical Education, and Recreation | HPER

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### HPER-E 100 Experience in Physical Activity (1-3 cr.)

Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. I, II May be repeated for credit.

**HPER-E 111 Basketball (1 cr.)** Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

**HPER-E 133 Fitness and Jogging I (1 cr.)** Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. S/F graded. I, II

**HPER-E 159 Racquetball (1 cr.)** Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games. I, II May be repeated for up to 2 credits.

**HPER-E 187 Weight Training (1 cr.)** Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. S/F graded. I, II May be repeated for up to 2 credits.

**HPER-E 190 Yoga I (1 cr.)** Hatha Yoga postures for flexibility, toning, suppleness, stamina. Deep-complete breathing for vitality and in-depth relaxation. Introduction to basic yogic philosophy. May be repeated for up to 2 credits.

**HPER-E 233 Fitness and Jogging II (1 cr.)** P: Aerobics Level III. A continuation of HPER-E 133. Course designed to take students from aerobics Level III to Level V. I, II

**HPER-E 333 Fitness and Jogging III (1 cr.)** HPER-E 233, Level V of aerobics or capability to run two miles

in 12 minutes. A continuation of HPER-E 233. Course designed for those students interested in preparing for marathon running. I, II

**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. I May be repeated for up to 6 credits.

**HPER-H 617 Seminar in Health Education (1-3 cr.)**

Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary. II May be repeated for credit.

**HPER-N 220 Nutrition for Health (3 cr.)** Introduction to nutrients, their uses, and food sources. Application of nutrition principles to personal eating habits for general health; overview of current issues in nutrition. I, II, S

**HPER-P 140 Foundations and Principles of Physical Education (2 cr.)** C: Must be taken concurrently with HPER-P 141 Fundamental Skills in Physical Education. An introduction to historical, sociological, philosophical and psychological principles related to physical education.

**HPER-P 216 Current Concepts and Applications in Physical Fitness (3 cr.)** Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles and guidelines for fitness exercise and related activities. Physical fitness assessment data utilized to plan and carry out a personal fitness program.

**HPER-P 647 Seminar in Physical Education (1-3 cr.)** Problems in physical education. Specific topics vary.

## History | HIST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**HIST-A 100 Issues in United States History (3 cr.)**

Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester but will be broad subjects that cut across fields, regions, and periods.

May be repeated for a maximum of 9 credits.

**HIST-A 300 Issues in United States History (3 cr.)**

Study and analysis of selected issues and problems of limited scope. Topics will vary, but usually cut across fields, regions, and periods. May be repeated with a different topic for up to 6 credits.

**HIST-A 301 Colonial America (3 cr.)** Social, cultural, economic, political, and religious developments in colonial America from first contacts between Native Americans and Europeans through the early eighteenth century. Special topics include colonization, migration, slavery, Atlantic trade, and representative government.

**HIST-A 302 Revolutionary America (3 cr.)** Political, economic, religious, social, and cultural history of the American Revolution and the birth of the nation. Special topics cover the nature of the revolution, the experience and effects of the crisis on different members of society, including women, native peoples, and African-Americans, and the meanings of the American Revolution for contemporaries and their descendants.

**HIST-A 303 United States, 1789-1865 I (3 cr.)** Political, economic, and social development of the young republic from 1789 through the War of 1812, with particular attention to the first American party system and the expansion of the frontier.

**HIST-A 304 United States, 1789-1865 II (3 cr.)** A study of the rapid economic, social, and political changes that the United States experienced in this period of disruptive growth.

**HIST-A 305 United States 1865-1900 (3 cr.)** Political, social, economic, and intellectual history of United States from and of Civil War to Progressive Era.

**HIST-A 310 Survey of American Indians I (3 cr.)**

The Native American experience from pre-Columbian period through American Civil War. Lectures and readings will focus upon Native American cultural patterns, and the Native American response to French, British, and American Indian policies.

**HIST-A 313 Origins of Modern America, 1865-1917 (3 cr.)** America's emergence to a position of economic maturity, urban society, and world responsibility. Progressivism, World War I, the Twenties, the Great Depression, with interpretive readings in politics, diplomacy, economics, society, thought, and literature of the period.

**HIST-A 314 The United States 1917-1945 (3 cr.)**

Political, demographic, economic, and intellectual transformations. 1919-1945: World War I, the Twenties, the Depression, New Deal.

**HIST-A 315 United States Since World War II (3 cr.)**

Political, demographic, economic, and intellectual transformation. 1945-present: World War II, Cold War, problems of contemporary America.

**HIST-A 340 History of the South 2 (3 cr.)**

Political, social, economic, and cultural aspects of southern colonies and states. Sectionalism, Civil War and Reconstruction, racial readjustment, agrarianism, industrial development, demagogues, role of South in the nation.

**HIST-A 346 American Diplomatic History 2 (3 cr.)**

American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present. Eligible for graduate credit. Credit not given for both HIST-A 345 and HIST-A 316.

**HIST-A 348 Civil War and Reconstruction (3 cr.)**

The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the reconstruction era following the conflict.

**HIST-A 351 The United States in World War II (3 cr.)**

Examination of United States effect on the outcome of World War II and change in America caused by the war. Major topics: the process of United States involvement, strategies of the major land and sea campaigns, relations within the Grand Alliance, development of the A-bomb, and the origins of the Cold War.

**HIST-A 352 History of Latinos in the United States**

**(3-5 cr.)** Latino experience in the United States from 1848. Economic and social factors of the Latino role in a non-Latin nation. Credit given for only one of HIST-A 352 and LATS-L 210.

**HIST-A 355 African American History I (3 cr.)**

History of black Americans beginning with their West African background and including the slave trade, slavery, the Civil War, Reconstruction, and the consequences of Reconstruction's failure.

**HIST-A 356 African American History II (3 cr.)**

History of blacks in the United States 1900 to present. Migration north, NAACP, Harlem Renaissance, postwar freedom movement.

**HIST-A 371 History of Indiana I (3 cr.)**

The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis.

**HIST-A 372 History of Indiana II (3 cr.)**

Recounts the history of Indiana in the period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

**HIST-A 373 American History Through Film (3 cr.)**

This course will analyze films about America since 1865. The movies will be representative of a particular historical period or they will provide a commentary on a specific issue. Both forms will provide a gateway to how Americans have come to think about their own history.

**HIST-A 374 9/11 and its Aftermath (3 cr.)**

This course will examine recent American history in detail. We will consider why 9/11 occurred, its impact upon American society and politics, and its relationship to the current wars in Afghanistan and Iraq. We will also examine the variety of ways America has changed because of these momentous events.

**HIST-A 380 The Vietnam War (3 cr.)**

This is the story of America's longest war - the battles, the protests, the movies, and the controversies. The Vietnam War was an epic event, the climax of the cold war and the high water mark of American power. Students will learn about the experiences of combatants on both sides, the reasoning behind American strategy, and the history of Vietnam's struggle for independence. The course will also deal with the war's legacies, its place in popular culture, and the war's economic and political aftershocks.

**HIST-B 260 Women, Men, and Society in Modern Europe (3 cr.)**

An overview of the development of gender roles in Europe since the French Revolution; development of the private and public spheres; political ideology and women's roles in society; the industrial revolution.

Darwinism, imperialism, nationalism, communism, and gender roles; feminism and the sexual revolution.

**HIST-B 300 Issues in Western European History (3 cr.)**

This course will provide an overview of the history of women in the medieval west. The situation of women will be addressed according to their position in society - be it that of noblewoman, queen, peasant, saint or prostitute. Both primary and secondary sources will be examined. Attention will also be paid to medieval theories about women and prevailing attitudes towards women, as expressed in both learned and popular circles. Methodological and epistemological problems will be highlighted. May be repeated for up to 6 credits.

**HIST-B 342 Women in Medieval Society (3 cr.)**

An overview of the history of women in the Medieval west. The situation of women is addressed according to their position in society—whether it be noblewoman, queen, peasant, saint, or prostitute. Both primary and secondary sources are examined. Attention is also paid to Medieval theories about women and prevailing attitudes toward women, as expressed in both learned and popular circles. Methodological and epistemological problems are highlighted.

**HIST-B 346 The Crusades (3 cr.)**

Military expeditions undertaken by Christians to recover the Holy Land between 1095 and 1291. It explores the concept of holy war, Church reform, the military campaigns, the crusades ideal, the crusaders' motivations, women's involvement, life in the crusader states, and cultural exchanges between Muslims, Christians, and Jews.

**HIST-B 352 Western Europe in the High and Late Middle Ages (3 cr.)**

Expansion of European culture and institutions: chivalry, the Crusades, rise of towns, universities, Gothic architecture, law, revival of Central government. Violent changes in late medieval Europe; overpopulation, plague, Hundred Years' War, peasant revolt, crime, inquisition, and heresy.

**HIST-B 361 Europe in the Twentieth Century I (3 cr.)**

Economic, social, political, and military-diplomatic developments 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression

**HIST-B 362 Europe in the Twentieth Century II**

**(3 cr.)** Economic, social political, and military-diplomatic developments. 1930-present: depression politics; crisis of democracy; German National Socialism. World War II; cold war; postwar reconstruction and recovery.

**HIST-B 378 History of Germany Since 1648 2 (3 cr.)**

Political, economic, and cultural history of German states beginning in 1848; struggles between reaction and liberalism; unification; industrialization; imperialism, international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; problems since 1945.

**HIST-C 386 Greek History-Minoans to Alexander (3 cr.)**

Political, social, and economic developments in Greek world from the bronze age through the fourth century: Trojan War, Persian Wars, Periclean Athens, Sparta, archaeological and literary sources.

**HIST-C 388 Roman History (3 cr.)** History of Roman people, from legendary origins to death of Justinian (A.D. 565), illustrating development from city-state to world empire, Evolutionary stages exemplify transition from early kingship to republican forms, finally by monarchy of distinctively Roman type.

**HIST-C 391 History of the Medieval Near East (3 cr.)** Rise of Islam to the fall of Baghdad to Mongols. Muhammad, Prophet and statesman; Islam; Muslim commonwealth of Medina; Orthodox Caliphate; Wars of Apostasy and unification of Arabia; Islamic Conquests; Umayyads; Abbasids; fall of Baghdad, and end of Abbasid Caliphate A.D. 1258.

**HIST-D 308 Empire of the Tsars (3 cr.)** Russian empire under Peter the Great, Catherine the Great, Napoleon's invasion, expansion across Asia into the Americas, nationalism, war and revolution. Other topics include daily life of the common people, gender issues, religion and the emergence of a modern industrial society.

**HIST-D 310 Russian Revolution and the Soviet Regime (3 cr.)** Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities, dissent, and life in the Soviet Union.

**HIST-F 300 Issues in Latin American History (3 cr.)** This course begins by exploring various theories regarding women and gender in general, then examines the historical contexts of women in Latin America from Conquest to the present. Special attention will be paid to topics such as religion, labor, family life, revolutions, propaganda and national identities. May be repeated with a different topic for a maximum of 6 credit hours.

**HIST-G 358 Early Modern Japan (3 cr.)** P: Previous history course in any field, or previous East Asian studies course related to Japan. Credit given for only one of HIST-G 358 or HIST-G 468. Samurai culture, expansion of Buddhism, and sectarian violence. High feudalism, unification, and the Tokugawa settlement after 1600. Encounter with European civilization, closed country. Urbanization, social and cultural change, rise of agrarian prosperity in the Edo period to about 1800.

**HIST-G 369 Modern Japan (3 cr.)** Western impact and social and intellectual change in late Tokugawa Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war, defeat, United States occupation and renewal in the twentieth century, social and economic structures, religious systems, gender, science and art, and Korea's interaction with its East Asian neighbors.

**HIST-G 465 Chinese Revolutions and the Communist Regime (3 cr.)** Contemporary China, stressing recent socioeconomic-political conditions and diplomatic relations, with pertinent background information.

**HIST-G 485 Modern China (3 cr.)** P: Previous History course in any field, or previous East Asian Studies course related to China. A survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties, highlighting social and cultural developments, the impact of Western imperialism, and the

evolution of revolutionary ideologies. Credit given for only one of HIST-G 485 or HIST-G 462.

**HIST-H 101 European-American World Since 1500 1 (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 105 American History I (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; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. I. English colonization through Civil War. II. 1865 to present.

**HIST-H 106 American History 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; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. I. English colonization through Civil War. II. 1865 to present.

**HIST-H 113 History of Western Civilization 1 (3 cr.)** The history of Western civilization up to A.D. 1500. Covers at least three of the following historical periods: Ancient Near East, classical Greece, Hellenistic period, Roman empire, Europe in the early Middle Ages, and Europe in the high Middle Ages.

**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 201 History of Russia I (3 cr.)** Not open to students who completed HIST-D 409 or HIST-D 410. From earliest times to the present era. Political, economic, social, and cultural topics, as well as Russia's relations with other countries. Mongol conquest, Westernization, industrialization, Russian revolutions, and Stalin's purges; literature and art in historical context.

**HIST-H 202 History of Russia II (3 cr.)** Not open to students who completed HIST-D 409 or HIST-D 410. From earliest times to the present era. Political, economic, social, and cultural topics, as well as Russia's relations with other countries. Mongol conquest, Westernization, industrialization, Russian revolutions, and Stalin's purges; literature and art in historical context.

**HIST-H 205 Ancient Civilization (3 cr.)** From birth of civilization in Mesopotamia and Egypt until Constantine's conversion to Christianity (337 A.D.). Role of the city in ancient world; nature of imperialism; and impact of Alexander the Great, Julius Caesar, and other charismatic leaders. Archaeology as a source for political and social history.

**HIST-H 206 Medieval Civilization (3 cr.)** European institutions, 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.)**

Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.

**HIST-H 211 Latin American Culture and Civilization 1 (3 cr.)**

1492-1850. Geography. African, Indian, Spanish, Portuguese heritage. Discover and Conquest. Clash of Cultures. Spanish empire. Society, culture, economics, politics, Bourbon reform, independence, new republics.

**HIST-H 212 Latin American Culture and Civilization 2 (3 cr.)**

1850-present nineteenth century. Cultural and national identities. Diplomacy, dictators, social progress. National cultures. Mexican revolution. Latin America in a world community. Revolution and counter-revolution.

**HIST-H 217 The Nature of History (3 cr.) Taken**

**sophomore year.** An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems of historians, and (4) the uses of history. Restricted to history majors.

**HIST-H 225 Special Topics in History (1-3 cr.)** Study and analysis of selected historical issues and problems of general import from the perspective of arts and humanities. Topics will vary from semester but will usually be broad subjects which cut across fields, religions, and periods. May be repeated once for up to 6 credits.

**HIST-H 237 Traditional East Asian Civilization**

**(3 cr.)** A chronological and comparative survey of the traditional civilizations of East Asia through lectures and readings of source materials (in translation) in literature, history, philosophy, and the arts, with emphasis on the interrelationship among the cultures of East Asia from ancient times to the early modern era.

**HIST-H 260 History of Women in the United States**

**(3 cr.)** How have women's lives changed from the colonial period to the twentieth century? This introductory survey focuses on women's historical roles in the workplace, the family, and politics. Material will be drawn from legal, constitutional, political, social, demographic, economic, and religious history.

**HIST-H 425 Topics in History (1-3 cr.)** Intensive study and analysis of selected historical issues and problems of limited scope. Topics vary but ordinarily cut across fields, regions, and periods. May be repeated once for credit

**HIST-H 495 Undergraduate Readings in History**

**(1-12 cr.)** Senior level. May be repeated for up to 12 credits.

**HIST-H 496 Internship in History (1-6 cr.)**

**P:** At least junior standing and 12 credit hours of related coursework. Faculty supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related field work in private and public institutions. May be repeated for up to 6 credits.

**HIST-H 575 Graduate Readings in History (1-5 cr.)**

Graduate level. May be repeated for credit

**HIST-J 495 Proseminar for History Majors (3 cr.)** **P:** For history and social studies majors (or others with approval of instructor). Selected topics of history. May be repeated once for credit.

**HIST-S 105 American History Honors Survey 1 (3 cr.)**

Equivalent of HIST-H 105 for honors students. Colonial period, Revolution, Confederation, and Constitution, national period to 1877.

**HIST-S 106 American History Honors Survey 2 (3 cr.)**

Equivalent of History H106 for honors students. 1877 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

**HIST-T 190 World Literary and Intellectual Traditions (3 cr.)**

Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused.

**HIST-T 390 Literary and Intellectual Traditions (3 cr.)**

Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, and conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.

**HIST-W 300 Issues in World History (3 cr.)**

Focus on the interrelationship of history, economics, religion, art, and cultures of Eurasia from the second millennium B.C. until modern times, with an emphasis on the interaction between China, Persia, India, and the Mediterranean world. May be repeated twice for up to 9 credits.

## History and Philosophy of Science | HPSC

### History and Philosophy of Science | HPSC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**HPSC-T 390 Literary and Intellectual Traditions (3 cr.)**

Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self; of truth; of beauty; of community; of nature; of conflict. Writing intensive, discussion focused. Attention to primary texts and research materials.

**HPSC-X 100 Human Perspectives on Science (3 cr.)**

Selected issues in the history and philosophy of science. Individual sections vary in content and major themes, but all employ case studies to examine the philosophical, cultural, institutional, and social impact of science on our lives. May be repeated once for credit with different topic.

**HPSC-X 200 Scientific Reasoning (3 cr.)**

Patterns of scientific reasoning presented in a simple form useful to both non-scientists and prospective scientists for understanding and evaluating scientific information of all sorts. Illustrations in the natural, biological, behavioral, and bio-medical sciences are drawn from a wide variety of historical and contemporary sources, including popular magazines and newspapers. May be repeated twice

**HPSC-X 220 Issues in Science: Humanistic (3 cr.)**

General topics and themes in the history and philosophy

of science. May be repeated once for credit with a different topic for a maximum of 6 credit hours.

**HPSC-X 303 Introduction to the Philosophy of Science (3 cr.)** P: Course in science or consent of instructor. Scientific explanation, discovery, and theory testing. Do logic and mathematics have empirical content? Philosophical issues in the sciences: causality, spacetime, freewill, the science of human behavior.

**HPSC-X 336 Religion and Science (3 cr.)** Covers ancient Egypt to the twentieth century. Topics will include the evolving relations between pagan Greek science and Christianity during late antiquity and the Middle Ages; the Copernican theory, Galileo, and the Church; Newtonian science and natural religion; Genesis, geology, and the Darwinian theory of evolution.

## Honors | HON

### Honors | HON

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**HON-H 100 Freshman Honors Seminar (1-3 cr.)**  
P: Consent of the honors program director. Required of all incoming honors students. Special-topics course emphasizing introduction to research, service learning, portfolio development, and other skills required for future Honors courses and the Honors Project. May be repeated for up to 6 credits.

**HON-H 399 Honors Colloquium (1-3 cr.)** Theme-based interdisciplinary seminar utilizing panel presentations, faculty, community guest speakers, library resources, multi-media, and/or field experiences. Topical themes may vary each semester. May be repeated for credit

## Informatics | INFO

### Informatics | INFO

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**INFO-I 101 Introduction to Informatics (4 cr.)**  
P: Computer literacy. Examines the basic concepts of the design, evaluation and use of technology in the study and practice of law. The course provides an overview of the application of a variety of informatics and new media technologies to the field of law.

**INFO-I 201 Mathematical Foundations of Informatics (4 cr.)** P: MATH-M 118. R C: INFO-I 101. Credit given for either INFO-I 201 or CSCI-C 251. (CSCI-C 251 requires Calculus 1 as a prerequisite) An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory.

**INFO-I 202 Social Informatics (3 cr.)** P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time.

**INFO-I 210 Information Infrastructure I (4 cr.)** P: C or higher in MATH-A 100. Recommended prerequisite or concurrent: INFO-I 101. C: Recommended prerequisite or concurrent: INFO-I 101. Credit not given for both INFO-I 210 and CSCI-C 101. The software architecture of information systems. Basic concepts of systems and applications programming.

**INFO-I 211 Information Infrastructure II (4 cr.)** P: INFO-I 210. Credit not given for both INFO-I 211 and CSCI-C 201. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems.

**INFO-I 300 Human-Computer Interaction (3 cr.)**  
P: INFO-I 202, INFO-I 211. An intermediate course that teaches students how to assess the usability of software through quantitative and qualitative methods, including conducting task analyses, usability studies, heuristic inspections, interviews, surveys, and focus groups. The course also introduces students to the tool and techniques for designing and testing user interfaces based on a human-centered methodology.

**INFO-I 303 Organizational Informatics (3 cr.)**  
P: INFO-I 211. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics; functional areas and business processes; information-based products and services; the use of, and redefining role of, information technology; the changing character of work life and organizational practices; socio-technical structures and the rise, and transformation of, information-based industries.

**INFO-I 308 Information Representation (3 cr.)** P: INFO-I 201, INFO-I 211. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through entity relationship modeling, the relational model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

**INFO-I 310 Multimedia Arts and Technology (3 cr.)**  
P: INFO-I 308. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

**INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.)** P: INFO-I 308. An introductory treatment of distributed systems and programming. Topics range from 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 400 Topics in Informatics (1-3 cr.)** P: At least junior standing or permission of instructor. Variable topics course. Emphasis is on new developments and research in informatics. May be repeated for credit when topics vary, subject to approval of the informatics director..

**INFO-I 420 Internship in Informatics Professional Practice (3-6 cr.)** P: Approval of informatics director and completion of 100- and 200-level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills

and knowledge acquired in informatics coursework. May be repeated for up to 6 credits.

**INFO-I 450 Design and Development of an Information System (3 cr.)** P: INFO-I 308. Credit not given for both INFO-I 450 and CSCI-C 308. System design and development present both technical and managerial problems with which students are familiar from their undergraduate coursework. 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 451 Design and Development of an Information System (3 cr.)** P: INFO-I 450. Credit not given for both INFO-I 451 and CSCI-C 442. System design and development presents both technical and managerial problems with which students are familiar from their undergraduate coursework. 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 460 Senior Thesis (3 cr.)** P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

**INFO-I 461 Senior Thesis (3 cr.)** P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

**INFO-I 499 Readings and Research in Informatics (1-3 cr.)** P: Consent of instructor and completion of 100- and 200-level requirements in informatics. Independent readings and research related to a topic of special interest to the student. Written report required.

## **Integrated New Media Studies | INMS** **Integrated New Media Studies | INMS**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**INMS-A 399 Art, Aesthetics, and Creativity (3 cr.)**  
Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. An historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receives greater emphasis at this level.

**INMS-F 102 Fundamental 2D Design (3 cr.)** Basic exploratory course in two-dimensional design to broaden visual vocabulary and offer insights into the use of the elements of design. Development of perceptual and technical skills.

**INMS-N 300 Video Art (3 cr.)** P: One of the following: TEL-T 283, FINA-P 273, JOUR-J 210, INFO-I 101, FINA-S 291, FINA-S 296 or MUS-T 120. Exploration of the medium of video as an aesthetic expression in art. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of cameras and editing procedures in conjunction with development of a visual sensitivity. Readings and a research (creative) project are also required.

**INMS-N 325 Multimodal Design (3 cr.)** P: FINA-P 324. Exploration of design and production techniques for multimodal device access. Recent digital content authoring software and related animation software programs examined and utilized with a focus on multimodal presentation. I, II.

**INMS-N 369 Interactive Multimedia (3 cr.)** P: FINA-P 324 and FINA-S 300. This course presents current major programming environments, techniques, and strategies used to manipulate and integrate video, audio, and still images in web, mobile, computer-based, and hybrid interactive media. May be taken in place of one Workshop in Integrated Web Design class.

**INMS-N 427 Advanced Integrated New Media Workshop (3 cr.)** P: FINA-S 300 and INMS-N 337. Student-proposed and executed projects in new media, supervised by instructor. Viewings, discussions, and software tutorials related to students' projects; student preparation of proposals and statements; exhibitions and screenings of student work in BFA shows and other venues. I, II.

**INMS-S 250 Graphic Design 1 (3 cr.)** Introduction to formal design principles. Aspects of design elements and composition are considered. Students utilize an investigative approach to exploring design solutions using both hand and digital methods.

## **International Studies | INTL** **International Studies | INTL**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**INTL-I 490 International Studies Capstone Seminar (3 cr.)** Interdisciplinary seminar dealing with major issues and problems of the contemporary global environment.

## **Journalism | JOUR** **Journalism | JOUR**

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**JOUR-C 200 Introduction to Mass Communications (3 cr.)** Survey of functions, responsibilities, and influence of various mass communications media. For non-majors. Directed toward the consumer and critic of mass media in modern society.

**JOUR-J 200 Writing for Mass Media (3 cr.)** P: ENG-W 131 or its equivalent. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and

effective presentation of material for various news media, print and electronic.

**JOUR-J 210 Visual Communication (3 cr.)** Theories of visual communication, including human perception, color, and basic principles of design. Application of learned theories to various mediums, including graphic design, photography, television, and movies.

**JOUR-J 290 Internship in Journalism (1-3 cr.)** Available for work on Preface only—see advisor. May be repeated once for credit.

**JOUR-J 300 Communications Law (3 cr.)** P: JOUR-C 200. History and philosophy of laws pertaining to 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 system.

**JOUR-J 319 Introduction to Public Relations (3 cr.)** P: JOUR-C 200, JOUR-J 200. Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods, ethics and law.

**JOUR-J 341 Newspaper Reporting (3 cr.)** P: JOUR-J 200. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

**JOUR-J 351 Newspaper Editing (3 cr.)** P: JOUR-J 341. Workshop in fundamentals of editing newspapers, including both individual and team projects. Emphasis on news judgment, fairness, accuracy, editorial balance, and language usage. Practice in writing news summaries, editing copy, writing headlines, laying out pages, and using computer editing technology.

**JOUR-J 360 Journalism Specialties (1-4 cr.)** Topical course dealing with changing subjects and material from term to term. May be repeated for up to 12 credits.

**JOUR-J 390 Public Relations Writing (3 cr.)** P: ENG-W 131. Course presents students with practical writing experiences in the specialized writing types and styles required of professional public relations practitioners. Includes business writing as well as writing news releases, feature releases, brochures and other promotional materials, newsletters, and writing for the Web.

**JOUR-J 401 Depth Reporting and Editing (3 cr.)** P: JOUR-J 351. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class plans, writes, and edits news stories in depth.

**JOUR-J 410 Media as Social Institutions (3 cr.)** P: JOUR-C 200. Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic, and cultural factors on the operation of the media.

**JOUR-J 413 Magazine Article Writing (3 cr.)** P: JOUR-J 200. In-depth explanation of the nonfiction magazine article field. Examination of trends and problems in nonfiction writing for both general and specialized magazines. Criticism of student articles written for publication. Seminar sessions with editors and freelance writers.

**JOUR-J 428 Public Relations Planning and Research (3 cr.)** P: SPCH-S 121, JOUR-J 319. Theories and principles relevant to public relations research and strategic planning, including development of goals and objectives, client relationships, budgets, and research methods.

**JOUR-J 429 Public Relations Campaigns (3 cr.)** P: JOUR-J 319. Development and execution of a public relations campaign for a nonprofit organization. Public relations theory and in-depth case study analysis.

**JOUR-J 460 Topics Colloquium (1-4 cr.)** P: JOUR-J 200; and JOUR-J 341 or JOUR-J 401. Topical seminar dealing with changing subjects and material from term to term. May be repeated up to once for credit with a different topic.

**JOUR-J 492 Media Internship (1-3 cr.)** P: SPCH-S 205, JOUR-C 200, and two courses from within track. J492 is an off-campus, professionally supervised internship course through the School of Journalism. Students secure an internship and enroll for one, two or three credit hours, based on at least 120 work hours per credit hour with a maximum of three credit hours applied toward the journalism major. The course involves fieldwork (the internship itself), assignments, development of a student portfolio or resume tape, and supervisor evaluations. Prerequisite: completion of an application for internship credit (available on the School website), approval of the school career services director, and registration in Onestart. May be repeated twice for up to 3 credits.

## Labor Studies | LSTU

### Labor Studies | LSTU

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.)

This course includes coverage of historical development, labor law basics, and contemporary issues. It also discusses a survey of labor unions in the United States; focusing on their organization and their representational, economic, and political activities.

#### LSTU-L 101 American Labor History (3 cr.)

This course explores the struggles of working people to achieve dignity and security from social, economic, and political perspectives. It also explores a survey of the origin and development of unions and the labor movement from colonial times to the present.

#### LSTU-L 104 Introduction to the Study of Labor History (3 cr.)

This course serves as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources,

biases, and interpretations. Discussions focus on selective questions and events.

**LSTU-L 110 Introduction to Labor Studies: Labor and Society (3 cr.)**

This course introduces students to the interdisciplinary and advocacy approach of labor studies. Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our non-work lives and will look at U.S. labor relations in a comparative framework.

**LSTU-L 190 Labor Studies Degree (1 cr.)** Required for all DLS majors.

Required for all Labor Studies program majors. This course provides an introduction to the Labor Studies degree and to the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

**LSTU-L 199 Portfolio Development Workshop (1 cr.)**

Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC) credit. This course applies only as elective credit to labor studies degrees.

**LSTU-L 200 Survey of Employment Law (3 cr.)**

This course explores statutes and common-law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, Social Security, retirement income protection, and privacy and other rights.

**LSTU-L 201 Labor Law (3 cr.)** This course reviews a survey of the law governing labor-management relations. Topics include the legal framework of collective bargaining, problems in the administration and enforcement of agreements, and protection of individual employee rights.

**LSTU-L 203 Labor and the Political System (3 cr.)** This course examines federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups.

**LSTU-L 205 Contemporary Labor Problems (3 cr.)** This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

**LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)** This course examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. It explores effects of job discrimination and occupational segregation. It analyzes Title VII, the Americans with Disabilities Act, and related

topics in relation to broader strategies for addressing discrimination.

**LSTU-L 220 Grievance Representation (3 cr.)** This course looks at union representation in the workplace. It evaluates uses of grievance procedures to address problems and administer the collective bargaining agreement. It also explores analyses of relevant labor law and the logic applied by arbitrators to grievance decisions. Students learn about the identification, research, presentation, and writing of grievance cases.

**LSTU-L 230 Labor and the Economy (3 cr.)** This course analyses aspects of the political economy of labor and the role of organized labor within it. It emphasizes the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

**LSTU-L 231 Contemporary Labor Issues: Globalization and Labor (3 cr.)**

This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

**LSTU-L 240 Occupational Health and Safety (3 cr.)**

This course reviews elements and issues of occupational health and safety. It emphasizes the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the OSHA Act of 1970.

**LSTU-L 250 Collective Bargaining (3 cr.)**

This course emphasizes development and organization of collective bargaining in the United States, including union preparation for negotiations; bargaining patterns and practices; strategy and tactics; economic and legal considerations.

**LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.)**

This course provides collective bargaining simulations and other participatory experiences in conjunction with LSTU-L 250. LSTU-L 250 is either a prerequisite or a core requisite.

**LSTU-L 255 Unions in State and Local Government (3 cr.)** This course explores union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

**LSTU-L 260 Leadership and Representation (3 cr.)**

This course evaluates organizational leadership issues for union, community, and other advocate organizations. It analyzes leadership styles, membership recruitment, and leadership development. It examines the role of leaders in internal governance and external affairs, including committee building, delegation, negotiations, and coalition building.

**LSTU-L 270 Union Government and Organization (3 cr.)** This course provides an analysis of the growth, composition, structure, behavior, and governmental processes of U.S. labor organizations, from the local to the national federation level. It considers the influence on unions of industrial and political environments; to organizational behavior in different types of unions; and to problems in union democracy

**LSTU-L 280 Union Organizing (3 cr.)** This course explores various approaches and problems in private- and public-sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments to committee building and leadership development.

**LSTU-L 285 Assessment Project (1 cr.)**  
This is a capstone experience for associate degree students.

**LSTU-L 290 Topics in Labor Studies (1-3 cr.)** This is a variable-title course. L290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. LSTU-L 290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

**LSTU-L 290 VT: History of Women's Participation in the Labor Movement (3 cr.)**

**LSTU-L 290 VT: Latin American Issues in a Global Society (3 cr.)**  
This course is designed for students interested in international issues, particularly in Latin America. Recent experiences in Latin America figure prominently in the current global society and they offer a rich and diverse response to neoliberal globalization by expanding the basis for economic and political equality, social justice, as well as building alternatives to longstanding issues of poverty and colonialism as well as authoritarian political practices. The responses to globalization in the southern continent are not the result of a monolithic process, but rather an expansive struggle for political, economic and social justice, involving millions of people over a long period of time.

**LSTU-L 290 VT: Preventing Sexual Harassment in the Workplace (1 cr.)**

**LSTU-L 290 VT: Preventing Workplace Violence (1 cr.)**

**LSTU-L 290 VT: Family Medical Leave Act (1 cr.)**

**LSTU-L 290 VT: Strikes: Labor Revolt in America (1 cr.)**

**LSTU-L 290 Framed: Labor and the Media (1 cr.)**

**LSTU-L 290 How TV Frames the Working Class (1 cr.)**

**LSTU-L 290 Images of Labor on Film (3 cr.)**  
This course provides fascinating insights into the construction of images of labor through films and other media. It examines concepts of class, working people, and historical periods of labor transformation through feature

films and documentaries depicting workers, culture, the working class, their struggles, and mobilization. Hollywood's representation of labor and the portraits available from alternative media are analyzed.

**LSTU-L 290 VT: Latinos, Labor, and Migration in the United States (3 cr.)**

The course will explore the most pressing social problems faced by Latinos, as well as current political debates and hot-button issues that frame the dialogue and encounters between Latino and non-Latino populations in the U.S. Examination of statistical analyses and data sets from sources like the United States Census Bureau, the Department of Labor, and the Pew Research Foundation will allow students to evaluate general patterns and trends in Latino communities of the U.S. Exploration of workplace and community case studies will provide more specific information at the local, grass-roots level.

**LSTU-L 299 Self-Acquired Competency in Labor Studies (1-15 cr.)** See this bulletin for a description of Self-Acquired Competency.

**LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)** This courses explores the ethical decision-making and behavior in a unionized workplace, based on the values and social justice mission of unions. Students will examine what constitutes ethical standards on issues such as affirmative action, transparency, membership involvement, and democratic procedures. This includes the philosophical and theoretical bases for ethics and discussions on the relationship between law and ethics in dealing with workplace conflict.

**LSTU-L 315 The Organization of Work (3 cr.)**  
This course examines how work is organized and how jobs are evaluated, measured, and controlled. It explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

**LSTU-L 320 Grievance Arbitration (3 cr.)**  
P: Recommended only after LSTU-L 220 or with permission of instructor. This course explores the legal and practical context of grievance arbitration, and its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards are also explored. Students analyze research, prepare, and present cases in mock arbitration hearings.

**LSTU-L 330 Global Comparisons: Labor Relations-Examples from Three Continents (3 cr.)**  
This course uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

**LSTU-L 331 Global Problems: Local Solutions (3 cr.)**  
This course addresses local manifestations of global problems confronting society, workers, and the labor movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities

or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

**LSTU-L 350 Issues in Collective Bargaining (3 cr.)** This course focuses on selected topics in collective bargaining and will include readings and discussions on workplace issues that may be remedied through the collective bargaining process. A research paper is usually required.

**LSTU-L 360 Union Administration and Development (1-3 cr.)**

This course covers practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. It addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. This course may be repeated for up to 3 credits with department approval.

**LSTU-L 370 Labor and Religion (3 cr.)**

This course examines the relationship between religion and the labor movement as it has developed in the United States over the course of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Students will analyze the approach taken by religious institutions concerning workers' issues and assess the tradition in which workers of faith connect to more secular concerns for social and economic justice.

**LSTU-L 380 Theories of the Labor Movement (3 cr.)**

This course examines various perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution, an agent for social reform, a revolutionary force, a psychological reaction to industrialization, a moral force, and an unnecessary intrusion.

**LSTU-L 385 Class, Race, Gender, and Work (3 cr.)** This course provides a historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. It examines union responses and strategies for addressing class, race, and gender issues.

**LSTU-L 390 Topics in Labor Studies (3 cr.)**

This is a variable-title course. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. See the list below or inquire at [iulabor@iupui.edu](mailto:iulabor@iupui.edu)

LSTU-L can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

**LSTU-L 390 VT: Women and Development (3 cr.)**

This online course provides an overview of the field of women/ gender and development in low-income nations in Asia, Africa, and Latin America and will cover the main debates in this field, including the ways in which gender relations within households and communities affect women's employment and working conditions; the

differential impact of globalization on women and men in agriculture, the informal sector, and the formal labor force; health issues, population control, climate change, and migration as seen through a gender lens; and effects of global financial crises on women.

**LSTU-L 390 Staffing as a Safety Issue (3 cr.)**

**LSTU-L 390 Jobs and the Environment (3 cr.)**

**LSTU-L 390 VT: The Industrial Workers of the World: Labor History Seminar (3 cr.)** The Industrial Workers of the World represented an alternative to the conservative and legalistic tradition in US trade unions. Organized in 1905, it spearheaded labor organization among workers left out of the craft-unionist American Federation of Labor. This course is an upper-level seminar which will examine the history of the IWW as a facet of labor history and the history of radical social movements in the United States.

**LSTU-L 390 VT: Latinos, Labor, and Migration in the United States (3 cr.)**

The course will explore the most pressing social problems faced by Latinos, as well as current political debates and hot-button issues that frame the dialogue and encounter between Latino and non-Latino populations in the U.S. Examination of statistical analyses and data sets from sources like the United States Census Bureau, the Department of Labor, and the Pew Research Foundation will allow students to evaluate general patterns and trends in Latino communities of the U.S. Exploration of workplace and community case studies will provide more specific information at the local, grass-roots level.

**LSTU-L 390 VT: Images of Labor on Film (3 cr.)**

This course engages all participants to gain a working knowledge and basic understanding of the meaning of human rights and human rights movement(s) in Indiana. We shall examine historic human rights movements in the United States; specific human rights documents that are pertinent to working-class life in our region; and we shall begin to consider the difference human rights can make in our various workplaces and communities within our region.

**LSTU-L 390 VT: Bringing Human Rights Home to Indiana (3 cr.)**

This course provides fascinating insights into the construction of images of labor through films and other media. It examines concepts of class, working people, and historical periods of labor transformation through feature films and documentaries depicting workers, culture, the working class, their struggles, and mobilization. Hollywood's representation of labor and the portraits available from alternative media are analyzed.

**LSTU-L 390 VT: Latin American Issues in a Global Society (3 cr.)**

This course is designed for students interested in international issues, particularly in Latin America. Recent experiences in Latin America figure prominently in the current global society and they offer a rich and diverse response to neoliberal globalization by expanding the basis for economic and political equality, social justice, as well as building alternatives to longstanding issues of poverty and colonialism as well as authoritarian political practices. The responses to globalization in the southern

continent are not the result of a monolithic process, but rather an expansive struggle for political, economic and social justice, involving millions of people over a long period of time.

#### **LSTU-L 390 VT: Labor Journalism (3 cr.)**

If you are writing for the labor movement at any level, you will get the help you need to be more effective. Regardless of where your writing ends up -- flyers, newspapers, magazines, blog postings, and other outlets -- you will get not only tips and techniques, but a solid grounding on the principles of labor journalism. "Labor journalism" isn't really different from the journalism we encounter every day; it's just that you have a much better idea of your reading audience. Be prepared to show past writing samples, and to write, write, and write some more.

#### **LSTU-L 390 VT: Labor and Global Warming (3 cr.)**

#### **LSTU-L 390 Framed: Labor and the Media (3 cr.)**

#### **LSTU-L 410 Comparative Labor Movements (3 cr.)**

This course helps uses historical, analytical, and comparative perspectives to examine labor movements and labor relations in industrial societies. It also emphasizes interactions between unions and political organizations, national labor policies, the resolution of workplace problems, the organization of white collar employees, and the issues of worker control and codetermination.

#### **LSTU-L 420 Labor Studies Internship (1-6 cr.)**

This course applies classroom knowledge in the field.

May be repeated for a maximum of 6 credit hours.

#### **LSTU-L 430 Labor Research Methods (3 cr.)**

This course focuses on the study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

#### **LSTU-L 480 Senior Seminar or Readings (3 cr.)**

This course can be used as a classroom seminar or directed reading course. It addresses current issues, historical developments, and other labor-related concerns. Topics may vary each semester.

#### **LSTU-L 490 Topics in Labor Studies (1-3 cr.)**

This is a variable-title course. L490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations. Inquire at Labor Studies offices.

LSTU-L 490 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

**LSTU-L 495 Directed Labor Studies (1-6 cr.)** This is a variable credit course. Students arrange to study with an individual labor studies faculty member, designing a course of study to suit their individual and varied needs and interests. The contract might include reading, directed application of prior course work, tutorials, or internships. Competencies are assessed through written papers, projects, reports, or interviews. LSTU-L 495 may be repeated for a maximum of 6 credit hours.

#### **LSTU-L 499 Self-Acquired Competency in Labor Studies (1-15 cr.)**

Self-Acquired Competency (SAC) can be awarded for learning gained outside of the university setting such as learning derived from union activities and/or workplace experiences. Students must demonstrate and document that their learning is equivalent to college-level material.

To be considered for SAC credits, students must:

Be admitted to the Department of Labor Studies and have successfully completed four Labor Studies courses before applying for the SAC Be in good academic standing with a 2.0 grade point average (GPA)

The student will prepare an extensive portfolio under the guidance of a Labor Studies faculty member and be interviewed by two Labor Studies faculty to determine the extent of the candidate's knowledge of the portfolio subject matter. The determination of credit hours awarded will be based on the portfolio and interview content. The student will be responsible for paying tuition for the academic credits awarded. This is a variable-credit course worth 1 to 15 credits and may be repeated twice for a maximum of 30 credits.

## **Liberal Studies | LBST**

### **Liberal Studies | LBST**

P Prerequisite | C Co-requisite | R Recommended

I Fall Semester | II Spring Semester | S Summer Session/s

#### **LBST-D 501 Humanities Seminar (1-4 cr.)**

An interdisciplinary graduate seminar in the humanities.

Topics vary from semester to semester. May be repeated twice for credit.

#### **LBST-D 502 Social Sciences Seminar (1-4 cr.)**

An interdisciplinary graduate seminar in the social sciences.

Topics vary from semester to semester. May be repeated twice for credit.

#### **LBST-D 503 Science Seminar (1-4 cr.)**

An interdisciplinary graduate seminar in the sciences. Topics

vary from semester to semester. May be repeated twice for credit.

#### **LBST-D 510 Introduction to Graduate Liberal Studies (3-4 cr.)**

A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.

#### **LBST-D 511 Master of Liberal Studies Humanities**

**Elective (1-4 cr.)** P: LBST-D 510 An MLS graduate elective course in the humanities. Topics vary. May be repeated for credit.

#### **LBST-D 512 Master of Liberal Studies Social Science**

**Elective (1-4 cr.)** P: LBST-D 510. MLS graduate elective course in the social sciences. Topics vary. May be repeated up to seven times for credit.

#### **LBST-D 513 Master of Liberal Studies Science Elective**

**(1-6 cr.)** P: LBST-D 510. MLS graduate elective course in the sciences. Topics vary. May be repeated up to seven times for credit.

**LBST-D 514 Study Abroad (3-6 cr.)** P: LBST-D 510. In some cases there may be a language prerequisite. This course will enable Master of Liberal Studies students to participate in overseas studies.

**LBST-D 594 Liberal Studies Directed Readings (1-3 cr.)** P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. Independent study involving systematic schedule of readings sponsored and supervised by a faculty member. May be repeated up to a maximum of 6 credit hours.

**LBST-D 596 Liberal Studies Independent Research (1-3 cr.)** P: LBST-D 501, LBST-D 502, LBST-D 503, and consent of instructor. An independent research project formulated and conducted in consultation with a faculty member and culminating in a final analytical paper. May be repeated up to a maximum of 6 credit hours.

**LBST-D 600 Public Intellectual Practicum (3 cr.)** P: Completion of all M.L.S. coursework. A capstone seminar for the Master of Liberal Studies public intellectual track. Students will study the history of public intellectuals, explore the variety of ways in which they carry out their work and create a portfolio of their own public intellectual work.

**LBST-D 601 Graduate Project Proposal Seminar (3 cr.)** P: Approval of director. 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.

**LBST-D 602 Graduate Project (1-6 cr.)** P: LBST-D 601. Independent project work conducted in consultation with a faculty director. May be repeated for up to 6 credits.

## Linguistics | LING

Linguistics [English as a New Language] | LING

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**LING-L 100 English Language Improvement (0-12 cr.)** Non-native speakers of English develop skills in various aspects of English use, e.g. conversation, grammar, reading, and writing, with a focus on improving oral communication skills within the academic context. To this end, students may be required to lead small and/or large group discussions, give informal and/or formal presentations etc. May be repeated. Does not count toward any degree. I, II, S

## Mathematical Science | MATH

Mathematical Science | MATH

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | Summer Session/s

**MATH-A 100 Fundamentals of Algebra (4 cr.)** P: Mathematics placement examination Level 2. Designed to introduce linear models and their applications, graphing of linear and quadratic equations, and to foster the growth of proficiency in a range of algebraic topics including factoring strategies. Does not satisfy the Campus General Education Mathematical Reasoning requirement. I, II, S

**MATH-K 300 Statistical Techniques for Health Professions (3 cr.)** P: C or higher in MATH-A 100 or Level 3 on mathematics placement examination. C: MATH-M 125. Credit given for only one of MATH-K 300 and MATH-K 310. Course introduces nursing/health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Measurements, data analysis, and statistics are examined. Differences in types of qualitative data and methods of interpretation are explored. Procedures of estimation and hypothesis testing are also studied. Emphasis is on the application of fundamental concepts to real situations in client care. I

**MATH-K 310 Statistical Techniques (3 cr.)** P: C- or higher in MATH-M 115, C- or higher in MATH-M 125, or Level 5 on mathematics placement examination. Credit given for only one of MATH-K 300 and MATH-K 310. Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, non-parametric methods. II

**MATH-M 107 College Algebra (3 cr.)** P: C or higher in MATH-A 100 or equivalent, or Level 3 on mathematics placement examination. Designed to provide algebraic concepts and skills including sets of real numbers, exponents, complex fractions, linear equations and quadratic equations, rectangular coordinates, polynomial and rational expressions, complex numbers, and The Fundamental Theorem of Algebra. I, II, S

**MATH-M 108 Quantitative Reasoning (3 cr.)** P: C or higher in MATH-A 100 or Level 3 on mathematics placement examination. Number sense, operations, mathematical relationships, functions, data interpretation, geometry, measurement, reasoning. Emphasis on building conceptual understanding and developing problem-solving skills. Does not satisfy liberal arts and sciences general education requirements.

**MATH-M 111 Mathematics in the World (3 cr.)** P: C or higher in MATH-A 100 or Level 3 on mathematics placement examination. MATH-M 111 grade can replace IU South Bend MATH-M 110 grade. Conveys spirit of mathematical languages of quantity; students apply concepts from algebra, geometry, management science, probability, and statistics, and use scientific software to analyze real world situations. Satisfies College of Liberal Arts and Sciences language of quantity distribution requirement and general-education requirements for bachelor's degrees. I, II, S

**MATH-M 115 Precalculus and Trigonometry (5 cr.)** P: C- or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Equivalent to MATH-M 125/MATH-M 126. Credit not given for both MATH-M 115 and MATH-M 125/MATH-M 126. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. Designed to prepare students for higher numbered mathematics and computer science courses. Algebraic operations; polynomials; functions and

their graphs; conic sections, linear systems of equations; trigonometric, exponential and logarithmic functions. I, II, S

**MATH-M 118 Finite Mathematics (3 cr.)** P: C or higher in MATH-A 100 or equivalent, or Level 3 on the mathematics placement examination. Basic logic, set theory. Elementary probability, Markov chains. Vectors, matrices, linear systems. Introduction to linear programming, game theory. Applications to finite models in the management, social, and life sciences. I, II, S

**MATH-M 119 Brief Survey of Calculus 1 (3 cr.)** P: C– or higher in MATH-M 115, or C– or higher in MATH-M 125, or Level 5 on the mathematics placement examination. Primarily for students from business and the social sciences. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. Introduction to Calculus. I, II, S

**MATH-M 120 Brief Survey of Calculus 2 (3 cr.)** P: C- or higher in MATH-M 119. Credit not given for both MATH-M 216 and MATH-M 120. A continuation of M119 covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for nonphysical science students. II

**MATH-M 125 Pre-Calculus Mathematics (3 cr.)** P: C– or higher in MATH-M 107 or equivalent, or Level 4 on the mathematics placement examination. Credit not given for both MATH-M 125 and MATH-M 115. Designed to prepare students for MATH-M 215. Algebraic operations; polynomial, exponential, and logarithmic functions and their graphs; conic sections; systems of equations; and inequalities. I, II, S

**MATH-M 126 Trigonometric Functions (2-3 cr.)** P: C– or higher in MATH-M 125 or Level 5 on the mathematics placement examination. Credit not given for both MATH-M 126 and MATH-M 115. Satisfies Campuswide General Education Fundamental Literacies: Quantitative Reasoning. Designed to develop the properties of the trigonometric and inverse trigonometric functions and to prepare for courses in calculus such as MATH-M 215. I, II, S

**MATH-M 208 Technical Calculus I (3 cr.)** P: C- or higher in MATH-M 115 or C- or higher in MATH-M 125 and MATH-M 126. An introduction to differential and integral calculus for today's technology students. Covers analytic geometry, limits, derivatives, applications of the derivatives, the integrals, and transcendental functions and technical applications. The approach is semi-rigorous with emphasis on the applications of calculus to technology.

**MATH-M 209 Technical Calculus II (3 cr.)** P: C- or higher in MATH-M 208 or C- or higher in MATH-M 215. This is the second semester of differential and integral calculus for today's technology students. Covers application of the integral, limit techniques, integration techniques, infinite series, differential equations, and the Laplace transform. The approach is semi-rigorous with emphasis on the applications of calculus to technology.

**MATH-M 215 Calculus I (5 cr.)** P: C– or higher in MATH-M 115, or C– or higher in both MATH-M 125 and MATH-M 126 or Level 6 on mathematics placement examination. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. Functions, limits, continuity,

derivative, definite integral, applications, exponential and logarithmic functions. I, II, S

**MATH-M 216 Calculus II (5 cr.)** P: C– or higher in MATH-M 211, or C– or higher in MATH-M 215. Credit given for only one of the following: MATH-M 209, MATH-M 120, MATH-M 216. Definite integral, applications, L'Hopital's Rule, techniques of integration, limits of sequences, infinite series, polar coordinates. I, II, S

**MATH-M 260 Combinatorial Counting and Probability (3 cr.)** P: One of the following; MATH-M 208, MATH-M 215, or MATH-M 211. Credit not given for both MATH-M 260 and MATH-M 365. Permutations, combinations, counting principles, tree diagrams, binomial theorem, statistical experiments, conditional probability, independent events, random variables, probability density, cumulative distribution, expected values, standard deviations, binomial, Poisson, normal distribution, and the central limit theorem. I

**MATH-M 261 Statistical Inferences (2 cr.)** P: MATH-M 260. Credit not given for both MATH-M 261 and MATH-M 366. Estimates for population parameters, estimation judged by unbiasedness and mean square error, t-distribution, chi-square distribution, philosophy of hypothesis testing, probabilities in making conclusions after testing, estimation and hypothesis testing, linear least square regression equation for prediction and forecast. II

**MATH-M 301 Linear Algebra and Applications (3-4 cr.)** P: MATH-M 208, MATH-M 211, MATH-M 215, or consent of instructor. Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications I, II

**MATH-M 311 Calculus 3 (3-5 cr.)** P: MATH-M 212, MATH-M 216, or consent of instructor. C: MATH-M 301. Elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, multiple integration. I, II

**MATH-M 325 Problem Seminar in Actuarial Science (1-6 cr.)** P: MATH-M 463 for Exam P preparation (even years) and MATH-M 451 for Exam FM preparation (odd years); or consent of instructor. A problem-solving seminar to prepare students for the actuarial examinations. II May be repeated up to three times for up to six credits.

**MATH-M 343 Introduction to Differential Equations with Applications I (3 cr.)** P: MATH-M 212 or MATH-M 216. Ordinary differential equations and methods for their solution, including series methods and the Laplace transform. Applications of differential equations. Systems, stability, and numerical methods. Partial differential equations of mathematical physics, Fourier series.

**MATH-M 344 Introduction to Differential Equations with Applications II (3 cr.)** P: MATH-M 311 and MATH-M 343. Ordinary differential equations and methods for their solution, including series methods and the Laplace transform. Applications of differential equations. Systems, stability, and numerical methods. Partial differential equations of mathematical physics, Fourier series.

**MATH-M 347 Discrete Mathematics (3 cr.)** P: MATH-M 212 or MATH-M 216. Injective and surjective functions;

inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability. II

**MATH-M 365 Introduction to Probability and Statistics (3-4 cr.)** P: MATH-M 209 or MATH-M 212, or MATH-M 216. Credit not given for MATH-M 365 and MATH-M 463/MATH-M 466. Elementary concepts of probability and statistics. Combinatorics, conditional probability, independence, random variables, discrete and continuous distributions, moments. Statistical inference, point estimation, confidence intervals, test of hypotheses. Applications to social and natural sciences.

**MATH-M 380 History of Mathematics (3 cr.)** P: MATH-M 208, MATH-M 211, or MATH-M 215. 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. I (odd years)

**MATH-M 403 Introduction to Modern Algebra 1 (3 cr.)** P: MATH-M 301 and MATH-M 347. Study of groups, rings, field extensions, with applications to linear transformations. I (even years)

**MATH-M 391 Introduction to Mathematical Reasoning (3 cr.)** P: MATH-M216 required; MATH-M301 strongly recommended. Elementary logic, techniques of proof, basic set theory, functions, relations, binary operations, number systems, counting. Bridges the gap between elementary and advanced courses. Recommended for students with insufficient background for 400-level courses and for students in education. Not open to students who have received credit for MATH-M 403, MATH-M 413, or MATH-M 420. II

**MATH-M 404 Introduction to Modern Algebra 2 (3 cr.)** P: MATH-M 403 or consent of instructor. Study of groups, rings, field extensions, with applications to linear transformations. II (not regularly scheduled)

**MATH-M 405 Number Theory (3 cr.)** P: MATH-M 212 or MATH-M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares. II (not regularly scheduled)

**MATH-M 409 Linear Transformations (3 cr.)** P: MATH-M 301. The study of linear transformations on a finite dimensional vector space over the complex field. Canonical forms, similarity theory; inner products, dual spaces, and diagonalization of normal transformations.

**MATH-M 413 Introduction to Analysis 1 (3 cr.)** P: MATH-M 391 or three courses at or above the 300-level. It is strongly recommended that students who have had little experience writing proofs take MATH-M 391 before taking MATH-M 413. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics. I (odd years)

**MATH-M 414 Introduction to Analysis 2 (3 cr.)** P: MATH-M 413. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics. II (not regularly scheduled)

**MATH-M 415 Elementary Complex Variables with Applications (3 cr.)** P: MATH-M 311. Algebra and geometry of complex numbers, elementary function of a complex variable, power series, integration, calculus of residues, conformal mappings. Applications to physics. II (not regularly scheduled)

**MATH-M 420 Metric Space Topology (3 cr.)** P: MATH-M 347. Topology of Euclidean and metric spaces. Limits and continuity. Topological properties of metric spaces, including separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology.

**MATH-M 427 Combinatorics (3 cr.)** P: MATH-M 391. An introduction to combinatorics, the study of discrete mathematical structures. Topics include enumerative methods, generating functions, famous number families, elementary graph theory, and strategies for combinatorial problem solving.

**MATH-M 435 Introduction to Differential Geometry (3 cr.)** P: MATH-M 301 and MATH-M 311. An introduction to the geometry of curves and surfaces. Topics include arc length, torsion, Frenet formulae, metrics, curvatures, and classical theorems in these areas.

**MATH-M 436 Introduction to Geometries (3 cr.)** P: MATH-M 347. R: MATH-M 403. Non-Euclidean geometry, axiom systems. Plane projective geometry, Desarguesian planes, perspectivities, coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations.

**MATH-M 447 Mathematical Models and Applications 1 (3 cr.)** P: MATH-M 301. 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. I (even years)

**MATH-M 448 Mathematical Models and Applications 2 (3 cr.)** P: MATH-M 447. 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. II (odd years)

**MATH-M 451 The Mathematics of Finance (3 cr.)** P: Two courses from the following MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447, MATH-M 463. Course covers probability theory, Brownian motion, Ito's Lemma, stochastic differential equations, and dynamic hedging. These topics are applied to the Black-Scholes formula, the pricing of financial derivatives, and the term theory of interest rates. I (even years)

**MATH-M 463 Introduction to Probability Theory 1 (3-4 cr.)** The meaning of probability. Random experiments, conditional probability, independence. Random variables, expected values and standard

deviations, moment generating functions, Important discrete and continuous distributions. Poisson processes.

Multivariate distributions, basic limit laws such as the central limit theorem. I (odd years)

**MATH-M 466 Introduction to Mathematical Statistics (3 cr.)** P: MATH-M 463. Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods. II (even years)

**MATH-M 467 Advanced Statistical Techniques 1 (3 cr.)** P: MATH-M 466 or consent of instructor. Statistical techniques of wide application, developed from the least-squares approach: fitting of lines and curves to data, multiple regression, analysis of variance of one- and two-way layouts under various models, multiple comparison.

**MATH-M 468 Advanced Statistical Techniques 2 (3 cr.)** P: MATH-M 466 or consent of instructor. Analysis of discrete data, chi-square tests of goodness of fit and contingency tables, Behrens-Fisher problem, comparison of variances, nonparametric methods, and some of the following topics: introduction to multivariate analysis, discriminant analysis, principal components.

**MATH-M 471 Numerical Analysis 1 (3 cr.)** P: MATH-M 301, MATH-M 311, CSCI-C 101, or consent of instructor. Knowledge of a programming language such as C, C++ or Fortran is a prerequisite of this course. C: MATH-M 343. 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. I (odd years)

**MATH-M 472 Numerical Analysis 2 (3 cr.)** P: MATH-M 471 and MATH-M 343. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, and computer programs applying these numerical methods.

**MATH-M 491 Putnam Examination Seminar (1 cr.)** P: MATH-M 211 or MATH-M 215, or consent of instructor or department chair. The Putnam Examination is a national mathematics competition for college undergraduates at all levels of study. It is held in December each year. This problem seminar is designed to help students prepare for the examination. May be repeated twice for credit. I

**MATH-M 546 Control Theory (3 cr.)** P: MATH-M 301, MATH-M 343. Examples of control problems; optimal control of deterministic systems: Linear and Nonlinear. The maximal principle; Stochastic control problems.

**MATH-M 551 Markets and Asset Pricing (3 cr.)** P: Two courses from the following: MATH-M 301, MATH-M 311, MATH-M 343, MATH-M 365, MATH-M 447. The concepts of arbitrage and risk-neutral pricing are introduced within the context of dynamic models of stock prices, bond prices, and currency exchange rates. Specific models

include multi-period binomial models, Markov processes. Brownian motion, and martingales.

**MATH-M 560 Applied Stochastic Processes (3 cr.)** P: MATH-M 301, MATH-M 463 or MATH-M 365, or consent of instructor. Simple random walk as approximation of Brownian motion. Discrete-time Markov chains. Continuous-time Markov chains; Poisson, compound Poisson, and birth-and-death chains; Kolmogorov's backward and forward equations; steady state. Diffusions as limits of birth-and-death processes. Examples drawn from diverse fields of application.

**MATH-M 562 Statistical Design of Experiments (3 cr.)** P: MATH-M 365, MATH-M 466, or consent of instructor. Latin square, incomplete blocks, and nested designs. Design and analysis of factorial experiments with crossing and nesting of factors, under fixed, random, and mixed effects models, in the balanced case. Blocking and fractionation of experiments with many factors at two levels. Exploration of response surfaces.

**MATH-M 565 Analysis of Variance (3 cr.)** P: MATH-M 466 and some matrix algebra. General linear hypothesis. Least squares estimation. Confidence regions. Multiple comparisons. Analysis of complete layouts. Effects of departures from underlying assumptions. Analysis of covariance.

**MATH-M 571 Analysis of Numerical Methods I (3 cr.)** P: CSCI-C 101, MATH-M 301, MATH-M 311, or consent of instructor. C: MATH-M 343. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.

**MATH-M 572 Analysis of Numerical Methods II (3 cr.)** P: MATH-M 343, MATH-M 571. Solution of systems of linear equations, elimination and iterative methods, error analyses, eigenvalue problems; numerical methods for integral equations and ordinary differential equations; finite difference, finite element, and Galerkin methods for partial differential equations; stability of methods.

**MATH-M 574 Applied Regression Analysis (3 cr.)** P: MATH-M 466 or MATH-M 365 or MATH-M 261. Least square estimates of parameters; single linear regression; multiple linear regression; hypothesis testing and confidence intervals in linear regression models; testing of models, data analysis and appropriateness of models; optional topics about nonlinear regression, i.e. logistic regression, Poisson regression, and generalized linear regression models.

**MATH-M 575 Simulation Modeling (3 cr.)** P: MATH-M 209 or MATH-M 216; MATH-M 365, MATH-M 463, or CSCI-C 455; CSCI-C 101. The statistics needed to analyze simulated data; examples such as multiple server queuing methods, inventory control, and exercising stock options; variance reduction variables and their relation to regression analysis. Monte Carlo method, Markov chain, and the alias method for generating discrete random variables.

**MATH-M 576 Forecasting (3 cr.)** P: MATH-M 301, MATH-M 365, or MATH-M 466. Forecasting systems, regression models, stochastic forecasting, time series,

smoothing approach to prediction, model selection, seasonal adjustment, Markov chains, Markov decision processes, and decision analysis.

**MATH-M 577 Operations Research: Modeling Approach (3 cr.)** P: MATH-M 209, MATH-M 212, MATH-M 216, or MATH-M 301. Credit not given for both MATH-M 577 and MATH-M 447. Mathematical methods of operations research used in the biological, social, management sciences. Topics include modeling, linear programming, the simplex method, duality theory, sensitivity analysis, and network analysis.

**MATH-N 390 The Natural World (3 cr.)** P: MATH-M 215. Explores an important scientific or technological issue in modern society. Applies scientific methods and interdisciplinary perspectives in an examination of the subject. Investigates the broader implications and ethical dimensions of scientific research and technological advancement.

**MATH-T 101 Mathematics for Elementary Teachers 1 (3 cr.)** P: C or higher in MATH-A 100 or equivalent, or Level 3 on mathematics placement examination. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Only open to elementary education majors. I, II, S

**MATH-T 102 Mathematics for Elementary Teachers 2 (3 cr.)** P: C or higher in MATH-T 101. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. I, II, S

**MATH-T 103 Mathematics for Elementary Teachers 3 (3 cr.)** P: C or higher in MATH-T 101. Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. I, II, S

**MATH-T 201 Problem Solving (3 cr.)** P: Either C or higher in MATH-T 102 and MATH-T 103; or MATH-M 118 and MATH-M 125; or consent of instructor. Provides experiences in mathematical problem solving for future teachers of mathematics, and for others interested in mathematical thinking. Exploration and development of the general processes of mathematical thinking, including monitoring and reflection, conjecturing, justifying and convincing.

**MATH-T 336 Topics in Euclidean Geometry (3 cr.)** P: MATH-M 301. A study of the central aspects of two-dimensional Euclidean geometry from historical and axiomatic points of view as well as through hands-on and/or computer-based explorations of geometric concepts and constructions. II (even years)

**MATH-T 436 Secondary Mathematics for Teachers (3 cr.)** P: MATH-M 216 and one 300-level mathematics course. Emphasizes developing a deeper understanding of secondary mathematics by examining its fundamental ideas from an advanced perspective. Topics selected from real and complex number systems, functions, equations, integers, polynomials, congruence, distance and similarity, area and volume, and trigonometry.

**MATH-T 490 Topics for Elementary Teachers (3 cr.)** P: MATH-T 103. Development and study of a body of mathematics specifically designed for experienced elementary teachers. Examples include probability,

statistics, geometry, and algebra. Open only to graduate elementary teachers.

**MATH-W 109 Mathematical Typesetting (1-2 cr.)** This course introduces the creation of mathematical and scientific documents in the universal typesetting software LATEX. I

## Microbiology | MICR

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | See BIOL and PHSL for additional biological sciences courses.

**MICR-M 250 Microbial Cell Biology (3 cr.)** P: CHEM-C 102. Credit not allowed toward a biology major. Introduction to microorganisms and viruses as model systems for comparative studies of cytology, metabolism, nutrition, genetics, and intracellular regulatory mechanisms. I, II, S

**MICR-M 255 Microbiology Laboratory (2 cr.)** P: CHEM-C 102. P or concurrent: MICR-M 250. Credit not allowed toward a biology major. Audio-tutorial laboratory of exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. I, II, S

**MICR-M 310 Microbiology (3 cr.)** P: BIOL-L 101, BIOL-L 102, BIOL-L 211, CHEM-C 341. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. II

**MICR-M 315 Microbiology Laboratory (2 cr.)** P: MICR-M 310 (or concurrent). C: MICR-M 310. Audio-tutorial laboratory of exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. II

## Music | MUS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**MUS-A 101 Introduction to Audio Technology (3 cr.)** For recording arts majors only. Introduction to the equipment and techniques employed in audio recording and sound reinforcement.

**MUS-A 102 Audio Techniques I (3 cr.)** P: MUS-A 101. Introduction to studio and recording techniques, including theory and practice of the use of microphones in mono and stereo recording, elementary tape editing, analog tape machines and digital principles. II

**MUS-A 190 Arts, Aesthetics, and Creativity (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits. I, II, S

**MUS-B 110 Horn Elective/Secondary (1-2 cr.)** Private French horn lessons.

**MUS-B 120 Trumpet Undergraduate Elective/Secondary (1-2 cr.)** Private Trumpet lessons.

**MUS-B 130 Trombone Elective/Secondary (1-2 cr.)** Private Trombone lessons.

**MUS-B 140 Euphonium Elective/Secondary (1-2 cr.)**

**MUS-B 150 Tuba Elective/Secondary (1-2 cr.)** Private Tuba lessons.

**MUS-B 230 Trombone (1-2 cr.)** Private Trombone lessons at the secondary level.

**MUS-B 310 French Horn (1-4 cr.)** Private French Horn lessons for music majors.

**MUS-B 320 Trumpet and Cornet (1-4 cr.)** Private Trumpet lessons for music majors.

**MUS-B 350 Tuba (1-4 cr.)** Private studio instruction in tuba for music majors.

**MUS-B 410 Horn Undergraduate Major (1-6 cr.)** Applied music.

**MUS-B 420 Trumpet Undergraduate Major (1-6 cr.)** Applied music.

**MUS-B 430 Trombone Undergraduate Major (1-6 cr.)** Applied music.

**MUS-B 440 Baritone Horn Undergraduate Major (1-6 cr.)**

**MUS-B 443 Junior Baritone Horn Recital (1 cr.)**

**MUS-B 450 Tuba Undergraduate Major (1-6 cr.)** Private studio instruction in Tuba for majors.

**MUS-B 210 French Horn (1-2 cr.)** Private French Horn lessons at the secondary level.

**MUS-B 330 Trombone (1-4 cr.)** Private Trombone lessons all music majors.

**MUS-B 340 Euphonium (1-4 cr.)**

**MUS-B 444 Senior Baritone Horn Recital (1 cr.)**

**MUS-B 220 Trumpet and Cornet (1-2 cr.)** Private Trumpet lessons at the secondary level.

**MUS-B 710 Horn Graduate Elective (2-4 cr.)**

**MUS-B 720 Trumpet Graduate Elective (2-4 cr.)**

**MUS-B 730 Trombone Graduate Elective (2-4 cr.)**

**MUS-B 740 Euphonium Graduate Elective (2-4 cr.)**

**MUS-B 750 Tuba Graduate Elective (2-4 cr.)**

**MUS-B 930 Trombone Graduate Major (1-8 cr.)**

**MUS-B 940 Euphonium Graduate Major (3 cr.)**

**MUS-B 950 Tuba Graduate Major (1-8 cr.)**

**MUS-B 810 Horn Graduate Minor (2-4 cr.)**

**MUS-B 820 Trumpet Graduate Minor (2-4 cr.)**

**MUS-B 830 Trombone Graduate Minor (2-4 cr.)**

**MUS-B 840 Euphonium Graduate Minor (2-4 cr.)**

**MUS-B 850 Tuba Graduate Minor (2-4 cr.)**

**MUS-B 910 Horn Graduate Major (1-8 cr.)**

**MUS-B 920 Trumpet Graduate Major (1-8 cr.)**

**MUS-C 401 Sacred Music 1 (3 cr.)** An introductory study and application of keyboard harmony, transposition, improvisation, hymn playing, and accompanying for the church service.

**MUS-D 100 Percussion Election/Secondary (1-2 cr.)** Private Percussion lessons.

**MUS-D 200 Percussion Instruments (1-2 cr.)** Private percussion lessons at the secondary level.

**MUS-D 300 Percussion Instruments (1-4 cr.)** Private percussion lessons for music majors.

**MUS-D 400 Percussion Undergraduate Major (1-6 cr.)**

**MUS-D 700 Percussion Graduate Elective (2-4 cr.)** Applied study in percussion

**MUS-D 800 Percussion Graduate Minor (2-4 cr.)**

**MUS-D 900 Percussion Graduate Major (1-8 cr.)**

**MUS-E 457 Instrumental Pedagogy (1-3 cr.)** Pedagogy classes pertaining to the individual instruments.

**MUS-E 490 Psychology of Music Teaching (3 cr.)** For all undergraduate applied music majors. Principles of the psychology of music, growth and development, learning; implications for teaching music.

**MUS-E 493 Piano Pedagogy (2-3 cr.)** Required of senior piano majors. Two hours of demonstration and two hours of teaching each week. Methods and materials for teaching individuals and class on the intermediate and advanced levels.

**MUS-E 494 Vocal Pedagogy (3 cr.)** Principles of voice production. Quality, diction, range, breathing, vocalization, dynamics, agility, and vocal hygiene as bases for an approach to vocal teaching.

**MUS-E 495 Supervised Practice Teaching I (1-2 cr.)**

P: MUS-E 493, MUS-E 494, or consent of instructor. Supervised studio teaching of a specific instrument or voice, fitting the competence of the student. Enrollees will be critiques as they teach students assigned to them.

**MUS-E 496 Supervised Practice Teaching II (1-2 cr.)**

Continuation of MUS-E 495.

**MUS-E 497 Supervised Practice Teaching III (1-2 cr.)**

Continuation of MUS-E 495, MUS-E 496.

**MUS-E 517 Sociology of Music (1-3 cr.)** Discussions and informal lectures on aspects of the sociology of music viewed from a processual perspective.

**MUS-E 519 Psychology of Music (3 cr.)** Functions of the musical mind; factors in the development of musical skills and maturity.

**MUS-E 545 Guided Professional Experiences**

**(1-3 cr.)** P: Consent of instructor. Further development of professional skills in teaching, supervision, and administration by means of laboratory techniques and use

of School of Music facilities and resources. Evidence of competency to carry on independent work required.

**MUS-E 559 Instrumental Pedagogy (1-3 cr.)** Pedagogy classes pertaining to the individual instruments.

**MUS-E 593 Piano Pedagogy (2-3 cr.)** In the Piano Pedagogy program the student will learn the practical aspects of teaching elementary, intermediate, and advanced students.

**MUS-E 594 Voice Pedagogy (3 cr.)** A study of the components of voice production - respiration, phonation, resonance, and articulation - along with practical methods to address voice classification, tonal quality, diction, registration, and other related topics. A major paper on a related subject and supervised teaching through assignment of students to members of the class will be required.

**MUS-F 201 Jazz Piano Class (1 cr.)** This course is designed for the elementary pianist to provide a foundation in basic jazz piano harmony. Each class will include the learning of a theoretical concept, plus the application of that concept through playing. There are listening examples given throughout the course as well as listening assignments which represent some of the important jazz piano players of the last 50 years of the twentieth century.

**MUS-F 202 Jazz Piano Class 2 (1 cr.)** This course is designed as the second in a series of two courses for the elementary pianist, to study more advanced harmony, adding the element of improvisation. Each class will include the learning of a theoretical concept, plus the application of that concept through playing.

**MUS-F 261 String Class Techniques 1 (2 cr.)** Class instruction and teaching methods for violin, viola, violoncello, and double bass.

**MUS-F 281 Brass Instrument Techniques (2 cr.)** Class instruction and teaching methods for trumpet, French horn, trombone, and tuba.

**MUS-F 337 Woodwind Techniques (2 cr.)** Class instruction and teaching methods for flute, oboe, clarinet, saxophone, and bassoon.

**MUS-F 338 Percussion Techniques (2 cr.)** Instruction in timpani, snare drum, xylophone, bass drum, cymbals, Afro-Indo-Latin and jazz drums, etc. Laboratory class with emphasis on teaching techniques.

**MUS-F 466 Techniques in Marching Bands (1-2 cr.)**  
P: Consent of instructor. For undergraduate and graduates majoring in music education. Techniques for organizing and training marching bands in public schools and at the college level. Planning and charting football shows; rehearsal problems. I

**MUS-F 550 Chamber Music (0-1 cr.)** Rehearsal and performance of chamber music.

**MUS-G 261 String Class Techniques (1-2 cr.)** Class instruction and teaching methods for violin, viola, violoncello and double bass.

**MUS-G 281 Brass Instrument Techniques (1-2 cr.)** Class instruction for developing proficiency on trumpet, French horn, trombone, euphonium, and tuba. Study of

methods and materials for teaching brass instruments in class or private lessons.

**MUS-G 370 Techniques for Conducting (2 cr.)** P: MUS-T 114/MUS-T 116. Introduction to philosophy and fundamentals of conducting. Scores preparation, baton and hand gestures for the right hand and use of the left hand; all standard meters and time patterns; varying dynamics, accents, musical characteristics and styles. I

**MUS-G 372 Choral Conducting 2 (2 cr.)** P: MUS-G 371 or consent of instructor. Choral conducting applied to tone, balance, diction, phrasing, and interpretation.

**MUS-G 380 Advanced Conducting (2 cr.)** P: MUS-G 370. Continuation of G370, with attention to special rehearsal and performance techniques for both instrumental and choral ensembles. II

**MUS-G 560 Graduate Choral Conducting (3 cr.)** For graduate students majoring in fields other than choral conducting. Admission by examination during orientation week.

**MUS-G 561 Masters Choral Conducting 1 (3 cr.)** Study of the art and techniques of choral conducting as related to a study of the score. Major choral works from the choral and choral/orchestral literature are conducted.

**MUS-G 562 Master's Choral Conducting 2 (3 cr.)**  
P: MUS-G 561. Continuing study of the art and techniques of choral conducting as related to a study of the score. Major choral works from the choral and choral/orchestral literature are conducted.

**MUS-G 571 Master's Advanced Orchestral Conducting (3 cr.)** P: Consent of instructor. Baton technique and critical examination of scores; rehearsal and interpretive problems.

**MUS-G 810 Doctoral Choral Conducting Performance 1 (2-3 cr.)** Preparation and conducting of choral program.

**MUS-H 100 Harp Election/Secondary (1-2 cr.)**

**MUS-H 400 Harp Undergraduate Major (1-6 cr.)**

**MUS-H 600 Graduate Recital in Harp (1 cr.)** Recital course for Master of Music.

**MUS-H 900 Harp Graduate Major (1-8 cr.)** Studio instruction in harp for the graduate major.

**MUS-I 100 Cultural Events Attendance (0 cr.)** Events attendance course. Events include all arts disciplines. Required for all music majors and minors every semester of study.

**MUS-I 311 B.S./B.M.E./B.M. Jazz Senior Recital (0 cr.)** Performance capstone experience for the Bachelor of Science in Music and Outside Field and the Bachelor of Music Education.

**MUS-I 411 Bachelor of Music Junior Recital (0 cr.)**

**MUS-I 412 Bachelor of Music Senior Recital (0 cr.)**

**MUS-I 421 Bachelor of Arts Senior Thesis (2 cr.)**  
P: Consent of instructor. Seminar to demonstrate the student's proficiency in an area of music research agreed upon by the student and the instructor. During the lectures, topics on good practices, in the music

professions, as well as discussions on how to prepare a good job interview will be presented.

**MUS-I 711 Masters Recital (0 cr.)**

**MUS-K 110 Composition, Elective Level (2 cr.)** P: BUS-M 301, or consent of instructor. Studio composition for non-music majors. Intended to teach ability to organize materials into coherent musical structure. Content dependent on student's experience.

**MUS-K 132 Composition Workshop 2 (0-1 cr.)** P: MUS-T 113, MUS-T 115, or consent of instructor. A weekly seminar/master-class with variable topics for composition students.

**MUS-K 210 Applied Composition, Secondary Level (1-2 cr.)** P: Consent of instructor. Studio composition for music majors at the secondary level. Intended to teach ability to organize materials into coherent musical structures. Content dependent on student's experience.

**MUS-K 231 Free Counterpoint 1 (2 cr.)** P: Consent of instructor. Development of contrapuntal skills and techniques in two-, three-, and four-part textures.

**MUS-K 312 Arranging for Instrumental and Vocal Groups (2-3 cr.)** P: MUS-T 214 or equivalent. Fundamentals of orchestration, arranging and scoring for orchestra, band and chorus.

**MUS-K 402 Senior Recital in Composition (0-1 cr.)** Students present a half-recital of their own compositions; they participate in this half-recital as a performer and/or conductor. Students also deposit in the library copies of four of their compositions, written while in residence and working toward a degree. Two of these compositions should be performed publicly.

**MUS-K 403 Electronic Studio Resources I (3 cr.)** P: Consent of instructor. 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 and styles of the classic tape studios.

**MUS-K 404 Electronic Studio Resources II (3 cr.)** P: MUS-K 403. Study of advanced synthesis techniques, digital sampling, video synchronization, and multimedia applications.

**MUS-K 405 Electronic Instrument Performance (2 cr.)** C: MUS-K 404. Instruction in techniques and composition for live electronic performance.

**MUS-K 406 Projects in Electronic Music (1-3 cr.)** P: MUS-K 404. Projects in Electronic Music. May be repeated for credit.

**MUS-K 410 Applied Composition, Major Level (1-6 cr.)** P: Consent of instructor and successful completion of the applied music upper-divisional examination. Studio composition for majors. Minimum of six semesters required for Bachelor of Music degree in Composition; one or two additional semesters may be required, as appropriate.

**MUS-K 505 Projects in Electronic Music I (1-3 cr.)** P: ENG-W 131 with a grade of C or higher. Consent of instructor. Projects in electronic music.

**MUS-K 710 Composition Graduate Elective (2-4 cr.)** P: Consent of instructor. Weekly lessons in composition given on an individual basis. I, II

**MUS-K 910 Composition Graduate Majors (2-6 cr.)** P: Consent of instructor. Weekly lessons in composition, given on an individual basis. I, II.

**MUS-L 100 Guitar Elective/Secondary (1-2 cr.)**

**MUS-L 101 Beginning Guitar Class (2 cr.)** Classical guitar instruction in a class situation for non-music majors.

**MUS-L 102 Intermediate Guitar Class (2 cr.)** P: MUS-L 101 or consent of instructor. Continuation of L101.

**MUS-L 200 Guitar (1-2 cr.)** Private guitar lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-L 300 Concentration Guitar (1-4 cr.)** Applied Music: classical guitar (studio) at the concentration level. Admission by audition.

**MUS-L 400 Guitar Undergraduate Major (1-6 cr.)**

**MUS-L 700 Guitar Graduate Elective (2-4 cr.)**

**MUS-L 800 Guitar Graduate Minor (2-4 cr.)**

**MUS-L 900 Guitar Graduate Major (2-8 cr.)**

**MUS-M 111 Music Literature (4 cr.)** Introduction to the major genres, composers, and forms used in western music from the middle ages to the present. Development of listening skills and a repertory of representative literature is given special emphasis. II

**MUS-M 174 Music for the Listener (3 cr.)** For non-music majors only. How to listen to music; art of music and its materials; instruments and musical forms.

**MUS-M 176 Auditorium Series 1 (1-2 cr.)** Attendance at local cultural events, as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.

**MUS-M 177 Auditorium Series 2 (2 cr.)** Attendance at local cultural events as specified by arts faculty. These classes may not be taken concurrently with any other course requiring cultural event attendance. It may be necessary for the student to purchase tickets to some of the required events. For non-music majors only. Two credit hours regular semester; one credit hour in summer session.

**MUS-M 201 The Literature of Music 1 (2-3 cr.)** P: MUS-M 111, MUS-T 113, MUS-T 114, MUS-T 115, MUS-T 116, or consent of instructor. Must be taken as the first course in the music history sequence. 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 a techniques for listening analytically.

**MUS-M 202 The Literature of Music 2 (2-3 cr.)** P: MUS-M 201, or consent of instructor. Must be taken as the second course in the music history sequence. 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 216 Laboratory-Field Experience (0 cr.)**

P: MUS-M 236. Field experiences and observations in vocal and instrumental music program K-12.

**MUS-M 236 Introduction to Music Education K-12 (2 cr.)**

An overview of the music education profession, including the study of philosophical and historical foundations of music teaching and learning. Includes examination of curriculum and current issues in music education.

**MUS-M 276 Experience with Music in Concert I (0-2 cr.)**

P: MUS-M 176 or MUS-M 177. May be taken for credit or noncredit. Intended for those whose experience with music is limited, this course combines study of selected repertoire with guided concert attendance. Discussions with concert artists before performances.

**MUS-M 317 Laboratory-Field Experience (0 cr.)**

P: MUS-M 337. Field experiences and observations in instrumental music education.

**MUS-M 318 Laboratory-Field Experience (0 cr.)**

P: MUS-M 338. Field experience and observations in choral music education.

**MUS-M 319 Laboratory-Field Experience (0 cr.)**

P: MUS-M 339. Field experiences and observations in elementary general music.

**MUS-M 339 General Music Methods K-8 (2 cr.)**

P: MUS-T 214, MUS-T 216, MUS-V 201 (if applicable), MUS-X 296, MUS-X 297. C: MUS-M 319. The study of curriculum, methods, and materials for the elementary general music program. Includes sequential planning of lessons, introduction to important methodologies, and directing the elementary-age choir.

**MUS-M 375 Survey of Ethnic and Pop Music of the World (3 cr.)**

Covers musics of other nations and native American musics for the general student. II (odd years)

**MUS-M 400 Undergraduate Readings in Musicology (1-6 cr.)**

Readings tailored to the specific music discipline of the individual student.

**MUS-M 403 History of Music I (3 cr.)**

P: MUS-M 201 and MUS-M 202 or consent of instructor. Must be taken as the third course in the music history sequence. 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: MUS-M 403 or consent of instructor. 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 410 Composer or Genre (3 cr.)**

Life and works of representative composers in historical context or survey of a major musical genre and its historical evolution. Emphasis on stylistic development in the music literature studied.

**MUS-M 430 Introduction to Contemporary Music (3 cr.)**

Study of important music of the 20th Century, with emphasis on works since 1945. II (even years)

**MUS-M 431 Song Literature I (3 cr.)**

Introductory survey of representative non-operatic solo vocal repertoire of the United States, the British Isles, Italy, Germany, Austria, and France. Techniques and application of song study, musicianship, interpretation, performance practice, and program building.

**MUS-M 434 Survey of Guitar Literature (2 cr.)**

P: Junior standing, ECON-E 103, ECON-E 104 or equivalent, or consent of instructor. An overview of the origins and evolution of the modern guitar, examining repertoire from c. 1500 to the present. Introduction to the important composers and performers of the various plucked string instruments that comprise the family tree of the modern guitar. Approximately 100 representative compositions will be studied analytically and placed in historical and cultural context.

**MUS-M 443 Survey of Keyboard Literature I (2-3 cr.)**

P: Junior standing, ECON-E 103, ECON-E 104 or equivalent, or consent of instructor. Study of keyboard literature from its beginning to the present era, including a survey of works originally composed for piano, organ harpsichord and various early instruments.

**MUS-M 444 Survey of Keyboard Literature II (2 cr.)**

P: Junior standing or consent of instructor. Study of keyboard literature from its beginnings to the present era, including a survey of works originally composed for piano, organ, harpsichord, and various early instruments.

**MUS-M 447 Orchestral Literature (3 cr.)**

This course surveys the symphonic literature, with the goal of developing a broad knowledge of the subject and an ability to identify works by ear. Emphasis is placed foremost on works commonly required at orchestra auditions, and also on those that form the core repertoire of standard professional orchestras. I (even years)

**MUS-M 510 Topics in Music Literature (3 cr.)**

Inquiry into selected aspects of music literature and history related to specific repertoires, genres, styles, performance practice/traditions, historiography or criticism. Research project required. May be repeated for different topics only.

**MUS-M 527 Symphonic Literature (3 cr.)**

Orchestral music of the eighteenth and nineteenth centuries.

**MUS-M 528 Chamber Music Literature (3 cr.)**

Emphasis on eighteenth and nineteenth centuries.

**MUS-M 529 Score Study (3 cr.)**

An introduction to the study of scores of selected choral and choral-orchestral works, emphasizing historical and structural viewpoints and application to performance.

**MUS-M 530 Contemporary Music (3 cr.)**

Trends in European and American music, with emphasis on music since 1945.

**MUS-M 531 Song Literature III (3 cr.)**

P: Diction and elementary grammar in French or German; vocal training equal to Bachelor of Music Education senior. Advanced survey of both standard and nonstandard non-operatic solo vocal repertoire of the United States, the British Isles, Italy, Germany, Austria, France, and other nations. Techniques and application of song study, musicianship,

interpretation, performance practice, and program building.

**MUS-M 539 Introduction to Music Bibliography (3 cr.)**

Music reference and research tools in all areas of music; use of library resources and networks; bibliographic style and technique; formal paper required.

**MUS-M 541 Music History Review for Graduate Students (3 cr.)**

Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature before 1750.

**MUS-M 542 Music History Review for Graduate Students 2 (3 cr.)**

Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature since 1750.

**MUS-M 543 Keyboard Literature from 1700 to 1850 (3 cr.)**

Literature for stringed keyboard instruments from age of Bach and his contemporaries through early Romantics. Historical, stylistic, formal, and aesthetic features.

**MUS-M 544 Piano Literature from 1850 to Present (3 cr.)**

Historical, stylistic, formal, and aesthetic features.

**MUS-M 557 Interdisciplinary Study in Musicology (3 cr.)**

P: Consent of instructor. Offered concurrently for music graduate students when the school teaches LBST-D 501 Humanities Seminar.

**MUS-M 566 Ethnic Music Survey (3 cr.)**

P: Consent of instructor. 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. Offered odd-numbered years. II

**MUS-P 100 Piano Elective/Secondary (1-4 cr.)**

**MUS-P 101 Piano Class 1 (1 cr.)** Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.

**MUS-P 102 Piano Class 2 (1 cr.)** Group instruction in piano fundamentals for elective and secondary students. Emphasis on elementary keyboard harmony, scales, arpeggios, transposition, and easier literature.

**MUS-P 103 Piano Class 3 (1 cr.)** P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.

**MUS-P 104 Piano Class 4 (1 cr.)** P: MUS-P 101, MUS-P 102 or previous piano experience. Continuation of MUS-P 101/MUS-P 102. The four semesters MUS-P 101/MUS-P 102/MUS-P 103/MUS-P 104 are designed to prepare students to pass the piano proficiency examination.

**MUS-P 105 Keyboard Proficiency (0-1 cr.)** All students majoring in music must pass a piano proficiency examination. Students will register in P105 no later than fourth semester of study, and will receive the grade of S when they have successfully passed the examination.

**MUS-P 200 Piano (1-2 cr.)** Individual piano lesson at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-P 300 Piano (1-4 cr.)** Individual piano lessons for music majors. Additional applied fee. Time scheduled with instructor.

**MUS-P 400 Piano Undergraduate Major (1-8 cr.)**

Applied music.

**MUS-P 401 Piano Bachelor of Music-Junior Recital (0-1 cr.)**

C: Must be taken concurrently with applied study. Applied music.

**MUS-P 402 Piano Bachelor of Music-Senior Recital (0-1 cr.)**

Must be taken concurrently with applied study.

**MUS-P 700 Piano Graduate Elective (2-4 cr.)**

**MUS-P 800 Piano Graduate Minor (2-4 cr.)**

**MUS-P 900 Piano Graduate Major (1-8 cr.)**

**MUS-Q 100 Organ Elective/Secondary (1-2 cr.)**

**MUS-Q 200 Organ (1-2 cr.)**

**MUS-Q 300 Organ (1-4 cr.)**

**MUS-Q 400 Organ Undergraduate Major (1-6 cr.)**

**MUS-Q 700 Organ Graduate Elective (2-4 cr.)**

**MUS-Q 800 Organ Graduate Minor (2-4 cr.)**

**MUS-Q 900 Organ Graduate Major (1-8 cr.)**

**MUS-R 471 Vocal Performance Workshop I (3 cr.)**

Open to undergraduate voice majors in the Jacobs School of Music; other students by permission of the instructor. Opera arias and ensembles, music theater repertoire and spoken texts from theatrical works. Audition techniques, stage movement, and a staged "scenes" production performance.

**MUS-R 472 Vocal Performance Workshop II (3 cr.)**

Open to undergraduate voice majors in the Jacobs School of Music; other students by permission of the instructor. Opera arias and ensembles, musical theater repertoire and spoken texts from theatrical works. Audition techniques, stage movement, and a staged "scenes" production performance.

**MUS-S 110 Violin Elective/Secondary (1-4 cr.)** Private violin lessons for non-music majors. Additional applied fee. Time scheduled with instructor.

**MUS-S 120 Viola Elective/Secondary (1-4 cr.)** Private viola lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-S 130 Cello Elective/Secondary (1-4 cr.)** Private cello lessons. Additional applied fee. Time scheduled with instructor.

**MUS-S 140 Double Bass Elective/Secondary (1-2 cr.)** Private bass lessons. Additional applied fee. Time scheduled with instructor.

**MUS-S 210 Violin (1-2 cr.)** Private violin lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-S 220 Viola (1-2 cr.)** Private Lesson

**MUS-S 230 Cello (1-2 cr.)** Private cello lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-S 240 String Bass (1-2 cr.)** Private string bass lessons at the secondary level. Additional applied fee. Time scheduled with instructor.

**MUS-S 310 Violin (1-4 cr.)** Private violin lessons for music majors. Additional applied fee. Time scheduled with instructor.

**MUS-S 320 Viola (1-4 cr.)** Private lessons in viola for music majors. Additional applied fee. Time scheduled with instructor

**MUS-S 330 Cello (1-4 cr.)** Private lessons in cello for music majors. Additional applied fee. Time scheduled with instructor.

**MUS-S 340 String Bass (1-4 cr.)** Private string bass lessons for music majors. Additional applied fee. Time scheduled with instructor.

**MUS-S 410 Violin Undergraduate Major (1-8 cr.)** Applied music.

**MUS-S 420 Viola Undergraduate Major (1-6 cr.)** Private studio instruction in viola for majors

**MUS-S 430 Cello Undergraduate Major (1-6 cr.)** Private studio instruction in cello for majors

**MUS-S 440 Double Bass Undergraduate Major (1-6 cr.)**

**MUS-S 720 Viola Graduate Elective (2-4 cr.)**

**MUS-S 730 Cello Graduate Elective (2-4 cr.)**

**MUS-S 740 Double Bass Graduate Elective (2-4 cr.)**

**MUS-S 710 Violin Graduate Elective (2-4 cr.)**

**MUS-S 810 Violin Graduate Minor (2-4 cr.)**

**MUS-S 820 Viola Graduate Minor (2-4 cr.)**

**MUS-S 830 Cello Graduate Minor (2-4 cr.)**

**MUS-S 840 Double Bass Graduate Minor (2-4 cr.)**

**MUS-S 910 Violin Graduate Major (1-8 cr.)**

**MUS-S 919 Violin Ad (2-8 cr.)**

**MUS-S 920 Viola Graduate Major (1-8 cr.)**

**MUS-S 929 Viola Ad (2-8 cr.)**

**MUS-S 930 Cello Graduate Major (1-8 cr.)**

**MUS-S 939 Cello Ad (2-8 cr.)**

**MUS-S 940 Double Bass Graduate Major (1-8 cr.)**

**MUS-T 109 Rudiments of Music 1 (2-4 cr.)** For music majors. Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored. I

**MUS-T 113 Music Theory I (3 cr.)** Required for all music majors. Study of the elements of basic musicianship: intervals, scales, triads, rhythm and meter, music

nomenclature, rudiments of two-part writing and diatonic harmony. I

**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. II

**MUS-T 115 Sightsinging and Aural Perception I (1 cr.)** C: MUS-T 113 and MUS-P 101 (except piano majors). To be taken by music majors concurrently with MUS-T 113. 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 and Aural Perception II (1 cr.)** C: MUS-T 114 and MUS-P 102 (except piano majors). To be taken by music majors concurrently with MUS-T 114. Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS T114.

**MUS-T 120 Computer Skills for Musicians (3 cr.)** For music majors. Computer music notation systems and the use of word processing, graphics, data base, and other computer programs in music research and teaching.

**MUS-T 190 World Literary and Intellectual Traditions (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing intensive, discussion-focused.

**MUS-T 213 Music Theory III (3 cr.)** P: MUS-T 113, MUS-T 114. Required of all music majors. Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Medieval through classical sonatas, including the entire harmonic vocabulary of the Common Practice Era. I

**MUS-P 214 Music Theory IV (3 cr.)** P: MUS-T 213. Required of all music majors. Historical survey of the elements, forms, and aesthetics of musical styles through written analysis, listening examples, and structured composition activities. Classical through 20th century. II

**MUS-T 215 Sightsinging and Aural Perception III (1 cr.)** C: MUS-T 213 and MUS-P 103 (except piano majors). Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS-T 213.. I

**MUS-T 216 Sightsinging and Aural Perception IV (1 cr.)** C: MUS-T 214 and MUS-P 104 (except piano majors). Aural skills, music sight-reading, and keyboard. Music majors are advised to take this course concurrently with MUS-T 214. II

**MUS-T 315 Analysis of Musical Form (3 cr.)** P: MUS-T 214, MUS-T 216. Analysis of formal and harmonic structure of representative Baroque, Classical and early Romantic compositions. I (even years)

**MUS-T 400 Undergraduate Readings in Theory (1-6 cr.)** Independent study on a topic approved by the music theory department prior to enrollment in the course.

**MUS-T 410 Topics in Music Theory (1-3 cr.)** Study of selected compositions of a particular composer, historical period, or genre (e.g. variations). Emphasis on music and its relation to theoretical and compositional ideas.

**MUS-T 508 Written Theory Review for Graduate Students (3 cr.)** Designed to satisfy deficiencies indicated by the Graduate Music Theory Entering Proficiency Examination. Part writing, form, harmonization. I

**MUS-T 545 Introductory Analysis of Music Literature (3 cr.)** Basic techniques of analysis applied to a selection of music literature emphasizing works from the seventeenth century through early twentieth century.

**MUS-T 591 Teaching of Music Theory (3 cr.)** P: MUS-T 508 or equivalent. Comparative analysis of teaching techniques, procedures, and materials, with practical application.

**MUS-U 121 Fundamentals of Diction Singers (2 cr.)** Comparative diction in English, French, German, and Italian, approached through the International Phonetic Alphabet.

**MUS-U 122 Advanced Diction for Singers (2 cr.)** Continuation of MUS-U 121. Comparative diction in English, French, German, and Italian, approached through the International Phonetic Alphabet.

**MUS-U 310 Performance Laboratory (0 cr.)** Performance experience for applied music majors and concentrations enrolled in studio courses. Each student will perform several times per semester, receiving commentary from faculty and students.

**MUS-U 320 Seminar (1-3 cr.)** Special topics of study in music and related subjects.

**MUS-U 357 Music in Special Education (3 cr.)** P: MUS-X 297. Introduction to teaching music to special needs students including those with cognitive, physical, behavioral and emotional disabilities. Development of skills in planning and structuring experiences to facilitate appropriate participation of students in the K-12 classroom. Overview of various disabilities and historical, cultural and ethical issues. Participation in experiential music lessons and simulations; field observations of special needs students in music education. I

**MUS-U 396 Introduction to Mid and Computer Music (3 cr.)** P: Modest working knowledge of personal computers. Modest working knowledge of personal computers. Basics of the Musical Instrument Digital Interface System, its software and the instruments commonly used with desktop MIDI workstations (synthesizers, digital samplers). MIDI sequencing digital audio editing, and principles of digital synthesis. The course is intended for those with little prior technical training.

**MUS-V 100 Voice Elective-Secondary (1-4 cr.)** Individual voice lessons for non-music majors. Time scheduled with instructor.

**MUS-V 211 Singing for Actors I (2 cr.)** The course teaches basic voice production to drama majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals will be studied.

**MUS-V 200 Voice (1-2 cr.)** Individual voice lessons at the concentration level. Time scheduled with instructor.

**MUS-V 201 Voice Class (1 cr.)** Class instruction in vocal production and vocal hygiene. A repertoire of patriotic, religious, folk, musical theatre and art songs will be developed.

**MUS-V 202 Voice Class II (2 cr.)** Builds on the correct signing technique and good vocal habits acquired in V201. Primarily for music education majors, students will gain insight into methods for teaching young students to sing properly in solo and ensemble situations.

**MUS-V 212 Singing for Actors II (2 cr.)** The course teaches basic voice production to drama majors to strengthen the speaking voice and develop singing ability for more effective participation in musicals. Some easier songs from musicals will be studied.

**MUS-V 300 Voice (1-4 cr.)** Individual voice lessons at the concentration level. Additional applied fee. Time scheduled with instructor.

**MUS-V 400 Voice Undergraduate Major (1-6 cr.)** Advanced individual voice lessons at the concentration level. Time scheduled with instructor.

**MUS-V 700 Voice Graduate Elective (2-4 cr.)**

**MUS-V 800 Voice Graduate Minor (2-4 cr.)**

**MUS-V 900 Voice Graduate Major (1-8 cr.)**

**MUS-V 909 Voice Ad (2-8 cr.)**

**MUS-W 110 Flute/Piccolo Elective/Secondary (1-2 cr.)** Individual Flute/Piccolo lessons.

**MUS-W 120 Oboe/English Horn Elective/Secondary (1-2 cr.)** Individual Oboe/Eng Horn lessons.

**MUS-W 130 Clarinet Elective/Secondary (1-2 cr.)** Individual Clarinet lessons.

**MUS-W 140 Bassoon Elective/Secondary (1-2 cr.)** Individual Bassoon lessons.

**MUS-W 150 Saxophone Elective/Secondary (1-2 cr.)** Individual Saxophone lessons.

**MUS-W 210 Flute and Piccolo (1-2 cr.)** Private Flute and Piccolo lessons at the secondary level.

**MUS-W 220 Oboe and English Horn (1-2 cr.)** Private Oboe and English Horn lessons at the secondary level.

**MUS-W 230 Clarinet (1-2 cr.)** Private Clarinet lessons at the secondary level.

**MUS-W 240 Bassoon (1-2 cr.)** Private Bassoon lessons at the secondary level.

**MUS-W 250 Saxophone (1-2 cr.)**

**MUS-W 310 Flute and Piccolo (1-4 cr.)** Private Flute and Piccolo lessons for music majors.

**MUS-W 320 Oboe and English Horn (1-4 cr.)** Private Oboe and English Horn lessons for music majors.

**MUS-W 330 Clarinet (1-4 cr.)** Private Clarinet lessons for music majors.

**MUS-W 340 Bassoon (3 cr.)** Private Bassoon lessons for music majors.

**MUS-W 350 Saxophone (1-4 cr.)** Private Bassoon lessons for music majors.

**MUS-W 410 Flue/Piccolo Undergraduate Major (1-6 cr.)** Applied Music.

**MUS-W 420 Oboe/English Horn Undergraduate Major (1-6 cr.)** Private studio instruction in oboe - for majors.

**MUS-W 430 Clarinet Undergraduate Major (1-6 cr.)**

**MUS-W 440 Bassoon Undergraduate Major (1-6 cr.)**  
P: Consent of instructor. Applied music studies for undergraduate bassoon majors.

**MUS-W 450 Saxophone Undergraduate Major (1-6 cr.)** Applied Music.

**MUS-W 710 Flute/Piccolo Graduate Elective (2-4 cr.)** Applied study in flute and piccolo.

**MUS-W 730 Clarinet Graduate Elective (2-4 cr.)**

**MUS-W 740 Bassoon Graduate Elective (2-4 cr.)**

**MUS-W 750 Saxophone Graduate Elective (2-4 cr.)**

**MUS-W 810 Flute and Piccolo Graduate Minor (2-4 cr.)**

**MUS-W 830 Clarinet Graduate Minor (2-4 cr.)**

**MUS-W 840 Bassoon Graduate Minor (2-4 cr.)**

**MUS-W 850 Saxophone Graduate Minor (2-4 cr.)**

**MUS-W 910 Flue/Piccolo Graduate Major (1-8 cr.)**

**MUS-W 920 Oboe/English Horn Graduate Major (1-8 cr.)**

**MUS-W 930 Clarinet Graduate Major (1-8 cr.)**

**MUS-W 950 Saxophone Graduate Major (1-8 cr.)**

**MUS-X 002 Piano Accompanying (1-2 cr.)** Admission by consent of the academic advisor. For Bachelor of Music piano majors who have passed the upper-division examination and for MM, AD, and PD piano majors. Other qualified students may be admitted with approval of the choral department. Assignment to studio accompanying in lieu of ensemble participation.

**MUS-X 003 Graduate Music Ensemble (0 cr.)** Graduate students will enroll in MUS-X 003 for the number of semesters required to fulfill their ensemble requirements.

**MUS-X 040 University Instrumental Ensembles (0-2 cr.)** P: Audition. Open to all students. University instrument ensemble I, II

**MUS-X 070 University Choral Ensembles (0-2 cr.)** P: Audition. The South Bend Symphonic Choir: performances each year of major choral literature, including a concert with the South Bend Symphony Orchestra. Participation in operatic productions.

**MUS-X 296 Applied Music Upper Divisional Jury Examination (0 cr.)** A fifteen minute performance of literature selected by the applied music instructor and presented for the applied music instructor and the resident faculty. Also required is an evaluative interview with a panel made up of the degree Coordinator, Advisor, and

applied instructor. Successful completion of X296 is required to begin preparation for the senior recital.

**MUS-X 297 Music Education for Upper Divisional Skills Examination (0 cr.)** P: MUS-M 236, MUS-T 214, MUS-T 216, MUS-W 200, MUS-W 313, MUS-X 296, and mathematics requirement. An oral examination of knowledge and professional development for the purpose of evaluating progress toward the Bachelor of Music Education. I

**MUS-X 350 Jazz Ensembles (0-1 cr.)** P: Audition. Open to all students. Jazz Ensemble Rehearsal and Performance

**MUS-X 420 Small Ensembles (0-1 cr.)** P: Consent of instructor.

**MUS-X 423 Chamber Music (1 cr.)** P: Consent of instructor. Performance and analysis of selected chamber works for keyboard, strings, and winds.

**MUS-X 430 Electronic Music Ensemble (1 cr.)** P: Consent of instructor.

## Nursing | NURS

### Nursing | NURS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**NURS-B 105 Medical Terminology (1 cr.)** Credit not awarded for NURS-B 105 and AHLT-R 185 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. I, II, S

**NURS-B 108 Personal Health and Wellness (2 cr.)** Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored. Both traditional western and alternative views of health will be presented. This course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk. The importance of health care professional modeling health and wellness behaviors will be examined. I, II, S

**NURS-B 109 Personal Health and Wellness (1 cr.)** Students will learn and apply a holistic approach to achieve an improved level of wellness. Physical, psychological, social, intellectual, and environmental wellness will be explored. Both traditional western and alternative views of health will be presented. Content will be provided in an Online format which includes podcast lectures, student participation in Oncourse Forum discussions, and reading both Online and text. This course will help students evaluate their personal level of health, examine successful strategies for changing health behaviors, and develop a plan for improving health based upon personal health risk. I, II, S

**NURS-B 216 Pharmacology (2-3 cr.)** P: PHYS-P 262. Provides students with a basic understanding of

pharmacodynamics relevant to clinical nursing practice. Principles from the basic sciences to include a holistic perspective will be reinforced. The nurse's interdisciplinary role in drug administration and the need for continuous drug study are emphasized. I, II, S R.N B.S.N.

**NURS-B 231 Communication for Healthcare Professionals (3 cr.) VT: RN BSN**

This course must be taken in the first term for RN BSN Students. 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 Discipline (2-3 cr.)**

P: Admission to B.S.N. degree program. 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 contribution to meeting societal needs through integrating theory, research and practice. I, II, S

**NURS-B 244 Comprehensive Health Assessment (2-3 cr.)**

P: PHSL-P 261, PHSL-P 262, PSY-P 103, SOC-S 161, or ANTH-E 105. C: NURS-B 245. 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. I, II, S

**NURS-B 244 Comprehensive Health Assessment: RN BSN (3 cr.) RN BSN**

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. I

**NURS-B 245 Health Assessment: Practicum (1-2 cr.)**

P: NURS-B 244. 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. Taken concurrently with NURS-B 244. I, II, S

**NURS-B 248 Science and Technology of Nursing (2-3 cr.)**

P: PHSL-P 261, PHSL-P 262, MICR-M 250, MICR-M 255. C: NURS-B 249; P or C: NURS-B 245 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 lifespan. Taken concurrently with NURS-B 249. I, II, S

**NURS-B 249 Science and Technology of Nursing: Practicum (1-2 cr.)**

C: NURS-B 248. Students will have the opportunity to demonstrate fundamental nursing skills

in the application of nursing care for clients across the lifespan. I, II, S

**NURS-B 251 Fundamentals of Nursing Clinical (1 cr.)**

P: NURS-P 261, NURS-P 262, NURS-M 250, NURS-M 252. C: NURS-B 232, NURS-B 244, NURS-B 245, NURS-B 248, NURS-B 249 Students will have the opportunity to demonstrate fundamental nursing skills in a structured setting while safely caring for patients. Emphasis is also on basic professional communication skills and caring for the elderly. High fidelity simulations are introduced in this course. I, II, S

**NURS-B 304 Professional Nursing Seminar 1: Health Policy (3 cr.) RN BSN**

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 404 Professional Nursing Seminar 2: Informatics (3 cr.) RN BSN**

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-F 570 Advanced Health Assessment Across the Lifespan (3 cr.)**

This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment. S

**NURS-F 572 Primary Health Care Nursing-Children (2-3 cr.)**

Minimum of 105 clinical hours/semester. This course enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis and treatment of common acute and stable chronic illnesses in children. II

**NURS-F 574 Primary Health Care Nursing-Adults (2-3 cr.)**

This course enables students to develop a knowledge base for clinical decision-making in the assessment and provision of primary health care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis and treatment of common acute and stable chronic illnesses in adults. I

**NURS-F 576 Primary Health Care Nursing of Women (2-3 cr.)**

Minimum of 105 clinical hours/semester. This course enables students to develop a knowledge base for clinical decision-making in the assessment and provision of primary health care for women and families. Topics include health promotion/maintenance, disease prevention, diagnosis and treatment of common acute and stable chronic illnesses in women. S

**NURS-F 578 Primary Health Care Nursing of Families (6 cr.)**

This course enables the FNP student to develop a practice base for clinical decision-making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, health

promotion, and therapeutic interventions for selected clinical problems. I

**NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)** P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 352. 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. I, II

**NURS-H 352 Alterations in Neuro-Psychology: Practicum (2 cr.)** C: NURS-H 351. 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 setting such as acute care; community-based, transitional, and/or the home. I, II

**NURS-H 353 Alterations in Health I (3 cr.)** P: SPCH-S 121 and all sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students use critical thinking and problem-solving skills to plan interventions appropriate to health care needs. I, II, S

**NURS-H 354 Alterations in Health I: Practicum (2 cr.)** C: NURS-H 353. Students apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students 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 care outcomes. I, II, S

**NURS-H 355 Data Analysis/Practice and Research (3 cr.)** P: MATH-M 107 or R.N. license. This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situation in client care. I, II, S

**NURS-H 361 Alterations in Health II (3 cr.)** P: NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on NURS-H 353 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. I, II

**NURS-H 362 Alterations in Health II: Practicum (2 cr.)** C: NURS-H 361. Students continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students engage clients in a variety of settings to address alterations in health functioning. I, II

**NURS-H 365 Nursing Research (2-3 cr.)** P: RN-BSN. NURS-H 353, NURS-H 354, and statistics (MATH-K 300, NURS-H 355, PSY-P 354, or SOC-S 351, or equivalent). This course focuses on development of students' 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 is emphasized in identifying applicability to nursing practice. I, II, S (RN-BSN II only)

**NURS-H 366 Nursing Care of Children and Their Families (3 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 367, NURS-H 368, NURS-H 369. This course presents theory and knowledge related to the nursing care of children (ages birth through adolescence) and their families. Emphasis is placed on health promotion in relation to child development as well as common alterations to health experienced by children in the United States. I, II

**NURS-H 367 Nursing Care of Children and Their Families: Clinical (1-2 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 368, NURS-H 369. Application of theory and knowledge to family centered nursing care of children and their families. Emphasis is on care in acute care settings and assisting the child to achieve optimal health. I, II

**NURS-H 368 Nursing Care of Childbearing Families (2 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 367, NURS-H 369. This course focuses on family centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as health issues of newborns. I, II

**NURS-H 369 Nursing Care of Childbearing Families: Clinical (1-2 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354. C: NURS-H 361, NURS-H 362, NURS-H 366, NURS-H 367, NURS-H 368. Clinical component of nursing care for the pregnant, labor, and birthing woman and newborn with focus on family centered care. I, II

**NURS-K 192 Topics in Nursing (.5-3 cr.)** Topics and seminars covering current nursing subjects including pharmacology, informatics, leadership, clinical updates and skills. Topics and credits vary. S/F graded. May be repeated for credit if topic differs.

**NURS-K 300 Transcultural Healthcare (3 cr.)** This course allows students to explore how culture affects health care decision making and how the health care system integrates culture in its delivery of care.

**NURS-K 301 Complementary Health Therapies (3 cr.)** Core Course for Complementary Health Minor. 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 304 Nursing Special Elective (3 cr.) RN BSN**

This course allows the RN-BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through authentication for course credit. National specialty standards will be used to determine eligibility for course credit.

**NURS-K 305 New Innovations in Health and Health Care (3 cr.) RN BSN**

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 401 Integrative Health (3 cr.)** This course focuses on the integration of complementary health care with the traditional western medicine approach to disease and illness. Complementary therapies will be critically examined in light of their ability to alleviate pain and suffering and improve quality of life in a variety of disease and illness states.

**NURS-B 403 Gerontological Nursing (3 cr.) RN BSN**

This course is designed to promote a holistic approach to persons in the later years of life focusing on the continuing development of older adults and the normal aging process. Within the nursing process there is emphasis on health promotion, maintenance, and restoration. The course includes special assignments with older adults.

**NURS-K 421 American Health Care: International Experience (2-3 cr.) P:** Junior-level courses completed.

This course provides students from the United States a chance to live and study in Northern Ireland and provides students from the United Kingdom with a similar experience. This exchange assists students to be more aware of the cultural, economic, and political factors in determining the health/illness of a nation. It aims to enable students to develop a wider, more global perspective on the key concepts of personal and societal health issues.

**NURS-K 486 Transforming Negative Environments (3 cr.)**

This upper-division elective assists each student establish a connection between changes in social, political, and economic conditions to their lived experience. Health care policies/practices founded on patriarchal values and models are critiqued. Students are challenged to transform traditional health care organizations into systems characterized by power-sharing, consensus-building, self-governance, and empowerment. (nursing elective)

**NURS-K 490 Clinical Nursing Elective (1-6 cr.)**

P: Consent of instructor. S/F grading only. Planned and supervised clinical experiences in an area of concentration.

**NURS-K 492 Nursing Elective (1-6 cr.)** P: FINA-S 392 and consent of instructor. Opportunity for the student to pursue study in an area of interest.

**NURS-K 499 Genetics and Genomics (3 cr.) RN BSN**

The course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; technical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span and

cultural considerations in genetic health care are all considered.

**NURS-N 502 Theory I (3 cr.)** The focus of this course is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored. II

**NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)**

Course addresses core competencies as leadership, role, health care economics, policy, and the law and ethics that are essential to all advanced nursing practice roles and health care in complex systems. I

**NURS-P 216 Pharmacology (3 cr.) RN BSN**

This course focuses on basic principles of pharmacology. 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 500 Nursing Research Methods I (3 cr.)**

This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice. I

**NURS-R 590 Scholarly Project (1-3 cr.) P:** NURS-R 500.

A guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal. S

**NURS-S 470 Restorative Health for Systems (3 cr.)**

P: All junior-level courses. C: NURS-S 471. This course focuses on the pathophysiology and nursing care management of clients experiencing multi-symptom alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized. I, II

**NURS-S 471 Restorative Health: Practicum (2 cr.)**

P: NURS-S 470. The students apply the nursing process to the care of clients experiencing acute multi-system alterations in health. I, II

**NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.)**

P: All junior-level courses. C: NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care. I, II

**NURS-S 473 Health of the Community: Practicum (2 cr.)**

C: NURS-S 472. Students 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 is practiced in collaboration with diverse groups within a community. I, II

**NURS-S 474 Applied Health Care Ethics (3 cr.) RN BSN**

Building on the ANA Code of Ethics, this course explores the nurse's role in ethical clinical practices, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse.

Common ethical problems are discussed and strategies for resolution are applied.

**NURS-S 475 A Multisystem Approach to the Health of the Community: RN BSN (3 cr.) RN BSN** 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 (2-3 cr.) P:** All first semester senior-level courses and all general education requirements except one 3 credit hour course. **C:** NURS-S 482. This course focuses on the development of management skills assumed by professional nurses, including delegation, networking, facilitating groups, conflict resolution, leadership and collaboration. Concepts addressed include patient safety, clinical judgment, complexity, change, managing quality and performance, workplace diversity, budgeting/resource allocation, delivery systems, and informatics application for today's nurse.

**NURS-S 482 Nursing Management: Practicum (2-3 cr.) C:** NURS-S 481. Students have the opportunity to apply professional management skills in a variety of nursing leadership roles. I, II, S

**NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) P:** All first semester senior-level courses and all general education requirements except one 3 credit hour course. **C:** NURS-S 482. 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 483 Clinical Nursing Practice Capstone (3 cr.) RN BSN** 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-S 485 Professional Growth and Empowerment (2-3 cr.) P:** All junior-level courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning. I, II, S

**NURS-S 487 Nursing Management: RN BSN (3 cr.) R.N.B.S.N.** 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-W 221 Native Use of Herbs (1 cr.)** A field experience course on native uses of herbs with required readings and hands-on work with plants.

**NURS-W 402 Seminar: Women as Agents of Change (3 cr.)** This course focuses on issues and controversies in the new scholarship on women. Recently taught as Women as Agents of Change with an emphasis placed on theories of change and women's role in creating change in America.

**NURS-Y 515 Advanced Pathophysiology Across the Lifespan (2-3 cr.)** Provides advanced comprehensive, scientific foundation for pathophysiology of selected disorders and diseases for clients across the lifespan. Clinical case studies integrate the principles of pathophysiology within advanced practice nursing principles. I

**NURS-Y 535 Dynamics of Family Health Care (3 cr.)** Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies. S

**NURS-Y 612 Pharmacology Primary Care Nurse Practitioners (3 cr.)** This course provides a basis for understanding the use of pharmacotherapeutic agents for clients across the life span. Content builds upon the pharmacologic knowledge base acquired at the baccalaureate level in nursing. Content organized around categories of drugs, with information presented on therapeutic and adverse effect, indications for use, drug interactions, and guidelines for use by nurses in advanced practice roles. II

**NURS-Y 620 Advanced Primary Care and Office Management Procedures (3 cr.)** This course introduces students to advanced practice concepts and procedures related to the care of clients in the primary care setting. In addition, students are introduced to documentation and professional relationship building skills necessary for advanced practice nurses (APNS) in the primary care setting.

**NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) P:** Consent of instructor. S/F grading only. Planned and supervised clinical experiences in the area of the student's major interest.

**NURS-Z 492 Individual Study in Nursing (.5-6 cr.) P:** Consent of instructor. Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member (Before enrolling in individual-study course in nursing, a student must obtain permission from the faculty member who will supervise the study. Students must complete the appropriate forms prior to registration.)

## Overseas Study | OVST

### Overseas Study | OVST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**OVST-U 396 Overseas Study in Ulster (1-15 cr.)** This is a course in which IU students participating in the University of Ulster exchange can register for IU credit during their semester at the University of Ulster. I, II

**OVST-X 498 Overseas Study at Toulon France (3-15 cr.)** To be used as an administrative number to enroll students accepted to study at the University of Toulon in France. I, II

**OVST-Y 496 Overseas Study/Non-IU Program (0 cr.)** This course number applicable to academic work undertaken on non-IU Overseas Study Programs. I, II

**OVST-Z 498 Overseas Study at Eichstaett Germany (3-15 cr.)** To be used as an administrative number to enroll students accepted to study at Katholische Universität, Eichstaett, Germany. I, II

## Philosophy | PHIL

### Philosophy | PHIL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**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 101 Philosophy in the Public Sphere (3 cr.)** An introduction to philosophy through discussion of one or more major topics of pressing public concern, such as the economy, religion, healthcare, etc. At IU South Bend, has a special focus on critical thinking.

**PHIL-P 102 Critical Thinking and Applied Ethics (3 cr.)** This course is an introduction to ethics and is approved as meeting the IU South Bend campus-wide General Education Critical Thinking requirement. This course integrates an introduction to ethics with instruction in basic techniques of critical thinking.

**PHIL-P 105 Critical Thinking (3 cr.)** We spend a good part of our waking hours thinking and/or critiquing the thoughts and beliefs of ourselves and others. This course is designed to help you develop a toolbox of techniques and skills that will help you become a skilled evaluator and creator of arguments.

**PHIL-P 110 Introduction to Philosophy (3 cr.)** An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Concerns such topics as the nature of reality, the meaning of life, and the existence of God. Readings from classical and contemporary sources. e.g., Plato, Descartes, Nietzsche, and Sartre.

**PHIL-P 135 Introduction to Existentialism (3 cr.)** Philosophical themes in nineteenth- and twentieth-century existentialism. Topics may include free choice and human responsibility, the nature of values, the influence of phenomenology on existentialism, and existentialism as illustrated in literature. Readings from some or all of: Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Beauvoir, and Sartre. No prior knowledge of philosophy is presupposed.

**PHIL-P 140 Introduction to Ethics (3 cr.)** Philosophers' answers to ethical problems (e.g., the nature of good and evil, the relation of duty to self-interest, the objectivity of moral judgments) and the applications of ethical theory to contemporary problems.

**PHIL-P 150 Elementary Logic (3 cr.)** Study of basic concepts of deductive and inductive logic, including practical applications of these concepts in the critical evaluation of informal arguments.

**PHIL-P 200 Problems of Philosophy (1-3 cr.)** Selected writings of philosophers concerning important philosophical problems. May be repeated for credit under new subtitle.

**PHIL-P 202 Medieval to Modern Philosophy (3 cr.)** Selective survey of such philosophers as Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz.

**PHIL-P 207 Information and Computer Ethics (3 cr.)** P: CSCI-A 106 or equivalent. Examines the ethical implications of computer and information technology for society.

**PHIL-P 214 Modern Philosophy (3 cr.)** A survey of Western philosophy from 1600 to 1900. An examination of the breakdown of the medieval world view and the rise and revision of Cartesianism.

**PHIL-P 250 Introductory Symbolic Logic (3 cr.)** P: MATH-M 014 or Level 3 on the mathematics placement examination. Propositional logic and first-order quantificational logic.

**PHIL-P 283 Non-Western Philosophy (3 cr.)** A study in contrasts between selected non-Western philosophies and classic Western philosophies in relation to environmental, social-political and psychological issues.

**PHIL-P 303 The British Empiricists and Kant (3 cr.)** Selective survey of the writings of some or all of the following: Locke, Berkeley, Hume, Kant.

**PHIL-P 304 Nineteenth Century Philosophy (3 cr.)** Selective survey of Post-Kantian philosophy. Readings from some or all of: Hegel, Marx, Kierkegaard, Mills, and Nietzsche.

**PHIL-P 306 Business Ethics (3 cr.)** A philosophical examination of ethical issues which arise in the context of business. Moral theory will be applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising.

**PHIL-P 310 Topics in Metaphysics (3 cr.)** Topics such as existence, individuation, contingency, universals and particulars; monism-pluralism, Platonism-nominalism, idealism-realism.

**PHIL-P 312 Topics in Theory of Knowledge (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as various theories of perceptual realism, sense-datum theories, theories of appearing, phenomenism, the nature of knowledge, the relation between knowledge and belief, of knowledge and evidence, and the problem of skepticism.

**PHIL-P 313 Theories of Knowledge (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as the nature of knowledge, the relation

of knowledge and belief, knowledge and evidence, knowledge and certainty, the problem of skepticism.

**PHIL-P 320 Philosophy of Language (3 cr.)** P: Three credit hours of philosophy or consent of instructor. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.

**PHIL-P 325 Social Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Concentrated study of one or more topics in social philosophy - e.g. human rights, political violence, civil disobedience, and legal paternalism. May be repeated for credit.

**PHIL-P 335 Phenomenology and Existentialism (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Selected readings from Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre, and others as announced in the Schedule of Classes.

**PHIL-P 340 Classics in Ethics (3 cr.)** P: Three credit hours of philosophy or consent of instructor. 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 341 Ethical Classics 2 (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as the role of reason in ethics, the role of the emotions in ethics, the objectivity of moral principles, the relation of religion to ethics. Readings include Spinoza, Hume, Butler, Kant, Mill, and Nietzsche.

**PHIL-P 342 Problems of Ethics (3 cr.)** P: Three credit hours of philosophy or consent of instructor. May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgements.

**PHIL-P 343 Classics in Social and Political Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. 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, the social contract theory, and the notion of community.

**PHIL-P 344 Classics in Social and Political Philosophy 2 (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as those mentioned in P343, the social contract theory of the state, and the notion of community. Readings include 16th- to 19th-century sources Machiavelli, Hobbes, Locke, Rousseau, Hegel, Marx, and Mill.

**PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Problems of contemporary relevance: justice and economic distribution, participatory democracy, conscience and authority, law and morality.

**PHIL-P 346 Classics in Philosophy of Art (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

**PHIL-P 358 American Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. A study of the philosophical tradition in the United States, emphasizing major thinkers such as Peirce, Royce, James, Dewey, and Whitehead.

**PHIL-P 360 Introduction to Philosophy of Mind (3 cr.)** P: Three credit hours of philosophy or consent of 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 366 Philosophy of Action (3 cr.)** P: Three credit hours of philosophy or consent of instructor. The nature of human and rational action; the structure of intentions and practical consciousness; the role of the self in action; volitions; the connections of desires, needs, and purposes to intentions and doings; causation and motivation; freedom; the structure of deliberation; rational actions and duties, whether moral or institutional.

**PHIL-P 371 Philosophy of Religion (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Topics such as the nature of religion, of religious experience, the status of claims of religious knowledge, the nature of existence of God.

**PHIL-P 374 Early Chinese Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. 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 381 Religion and Human Experience (3 cr.)** P: Three credit hours of philosophy or consent of instructor. An attempt to understand 'religious experience' in the light of interpretations made possible by the insights of such disciplines as anthropology, psychology, sociology of knowledge and value theory.

**PHIL-P 383 Topics in Philosophy (3 cr.)** P: Three credit hours of philosophy or consent of instructor. Advanced treatment of a special topics. May be repeated for credit under new subtitle.

**PHIL-P 393 Biomedical Ethics (3 cr.)** P: Three credit hours of philosophy or consent of instructor. 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: Three credit hours of philosophy or consent of instructor. A study of one or more philosophical topics in feminist thought. Examples: Feminist ethics; feminist critiques of science; and feminist perspectives on motherhood, sexuality, and reproductive technology.

**PHIL-P 495 Senior Proseminar in Philosophy (1-4 cr.)** For Philosophy majors in their senior year of study. The pro-seminar will concentrate on issue(s) and figure(s) selected by students with faculty involved. The emphasis will be on the preparation, presentation and formal

discussion of papers. May be repeated for a maximum of 4 credit hours.

**PHIL-T 190 Literary and Intellectual Traditions (3 cr.)**

Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing-intensive, discussion-focused.

**PHIL-T 390 Literary and Intellectual Traditions (3 cr.)**

Interdisciplinary exploration of a humanistic tradition of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature and conflict. Course is writing intensive and discussion focused with attention paid to primary texts and research materials.

## Physiology | PHSL

### Physiology | PHSL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | See BIOL and MICR for additional biological sciences courses.

**PHSL-P 130 Human Biology (3-4 cr.)** Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology and behavioral biology and emphasizes related social problems I, II, S

**PHSL-P 261 Human Anatomy and Physiology 1**

**(4-5 cr.)** P: BIOL-L 102, CHEM-C 102, or PHSL-P 130. Introduction to basic structure and function of human body including laboratory studies in gross anatomy, histology, and physiology. First semester topics are: Cellular anatomy and physiology, Integumentary, skeletal, muscular, endocrine, and nervous systems. I, II May be repeated twice for up to ten credits.

**PHSL-P 262 Human Anatomy and Physiology 2**

**(4-5 cr.)** P: PHSL-P 261. The continuation of PHSL-P 261. Continuation of PHSL-P 261. Circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems; regulation of body temperature, fluid and electrolyte balance, and acid-base balance. II, S

## Physics | PHYS

### Physics | PHYS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**PHYS-N 190 The Natural World (3 cr.)** Introduces students to the methods and logic of science, and helps them understand the importance of science to the development of civilization and the contemporary world. Provides a context within which to evaluate the important scientific and technological issues of modern society. Interdisciplinary elements. I, II

**PHYS-P 201 General Physics 1 (3 cr.)** P: MATH-M 115 or equivalent. Credit not given for both PHYS-P 201 and PHYS-P 221. First semester of a two-semester, algebra-based, sequence. Newtonian mechanics, wave motion, heat and thermodynamics. Application of physical principles to related scientific disciplines including life

sciences. Lectures, one hour recitation, and one two-hour laboratory each week. S

**PHYS-P 202 General Physics 2 (3-5 cr.)** P: PHYS-P

201. Credit not given for both PHYS-P 202 and PHYS-P 222. Electricity and magnetism, physical optics. Geometrical optics and modern physics at the discretion of the instructor. Applications of physical principles to related scientific disciplines including the life sciences. S

**PHYS-P 221 Physics 1 (3-5 cr.)** C: MATH-M 215.

Credit not given for both PHYS-P 201 and PHYS-P 221. Newtonian mechanics, oscillations and waves, fluids, heat and thermodynamics. Lectures, one hour recitation, and one two-hour laboratory each week I, II

**PHYS-P 222 Physics 2 (3-5 cr.)** P: PHYS-P 221.

C: MATH-M 216. Credit not given for both PHYS-P 202 and PHYS-P 222. Primarily electricity, magnetism, and geometrical and physical optics. I, II

**PHYS-P 281 Solid State Electronics I (3 cr.)**

Circuit theory, principles of operation and equivalent circuits for semiconductor devices, general amplifier and oscillator characteristics, feedback systems, operational amplifiers, power supplies. For the physics major, science major, and non-science major.

**PHYS-P 303 Digital Electronics (1-4 cr.)** P: MATH-

M 115 or equivalent. A laboratory course dealing with digital devices, decoders, multiplexers, light-emitting displays, flip-flops, multivibrators, memories, registers, microcomputer construction and programming. Three hours of laboratory work per week for each credit hour. I, II

**PHYS-P 309 Modern Physics Laboratory (2-3 cr.)**

P: MATH-M 216, PHYS-P 222. Fundamental experiments in physics with emphasis on modern physics. The course aims to develop basic laboratory skills and data analysis techniques. II (even years)

**PHYS-P 321 Techniques in Theoretical Physics (3 cr.)**

P: MATH-M 216, PHYS-P 222. Particle motion in 1, 2, and 3-dimensions in the presence of forces; construction of forces from fields, and relationships between fields and sources; energies and potentials; complex oscillations and circuit analysis; classical and quantum mechanical waves and probabilities.

**PHYS-P 323 Physics 3 (3 cr.)** P: MATH-M 216, PHYS-P

222. Third semester of a four-semester sequence. Special relativity, introduction to quantum theory, Schrodinger equation, the hydrogen atom, many-electron atoms, statistical physics, molecules, and solids. I

**PHYS-P 324 Physics 4 (3 cr.)** P: MATH-M 216, PHYS-

P 323. Fourth semester of a four-semester sequence. Conduction in metals; semiconductors; superconductivity; nuclear structure, reactions, and applications; radioactivity; elementary particles; cosmology; introduction to general relativity. II (odd years)

**PHYS-P 331 Theory of Electricity and Magnetism**

**(3 cr.)** P: PHYS-P 222, MATH-M 216. Electrostatic potentials and electric fields, differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations. I (odd years)

**PHYS-P 334 Fundamentals of Optics (3 cr.)** P: PHYS-P 222, MATH-M 216. Geometrical optics: matrix formulation of the laws of reflection and refraction, ray tracing with computers, aberrations. Physical optics: interference, diffraction, polarization, lasers, holography.

**PHYS-P 340 Thermodynamic and Statistical Mechanics (3 cr.)** P: MATH-M 216, PHYS-P 323. Intermediate course covering the three laws of thermodynamics, classical and quantum statistical mechanics, and some applications. II (even years)

**PHYS-P 410 Computing Applications in Physics (3 cr.)** P: MATH-M 216, PHYS-P 222. Computing methods and techniques applied to a broad spectrum of physics problems. Emphasis on least-squares method and other curve-fitting techniques of non-linear functions; monte carlo methods; data manipulation, including sorting, retrieval, and display.

**PHYS-P 441 Analytical Mechanics 1 (3 cr.)** P: PHYS-P 222, MATH-M 216. C: MATH-M 343 or consent of instructor. Elementary mechanics of particles and rigid bodies treated by methods of calculus and differential equations. Hamiltonian and Lagrangian methods, continuum mechanics. I (even years)

**PHYS-P 453 Introduction to Quantum Mechanics (3 cr.)** P: PHYS-P 323. C: MATH-M 343 or consent of instructor. The Schroedinger Equation with 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. II (odd years)

**PHYS-P 473 Introduction to String Theory (3 cr.)** P: MATH-M 216, PHYS-P 323. Introduction to the fundamentals of string theory and some of its current applications. Main themes include the formulation of relativistic strings in terms of the Nambu-Goto action and the quantized string state space of open and closed strings. Applications include string compactification, T-duality of open and closed strings, and D-branes.

**PHYS-S 106 Contemporary Physics Seminar (1 cr.)** This course provides early exposure to current and exciting topics in physics and related fields at a qualitative level. Sessions include presentations by faculty, advanced students, and visiting scientists. I, II

**PHYS-S 405 Readings in Physics (1-3 cr.)** P: Consent of instructor. Independent reading under supervision of a faculty member. Study in depth of a topic of interest to the student, culminating in a research paper.

**PHYS-S 406 Research Project (1-6 cr.)** P: Consent of instructor. Research participation in group or independent project under the supervision of a faculty member in department research areas; or topic agreed upon between the student and supervisor.

**PHYS-T 105 Physical Science for Elementary Teachers (4 cr.)** P: MATH-T 101, MATH-T 102, MATH-T 103. Principles of physical science with focus on elementary chemistry and physics. Laboratory, demonstration, and exploration enrich course material which is designed at developing the expertise needed for success in the elementary school classroom. Does not satisfy the campuswide Natural World general-education

nor the science requirement in the College of Liberal Arts and Sciences. I

## Political Science | POLS

### Political Science | POLS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**POLS-B 190 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**POLS-B 399 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, social institutions, and social processes that have shaped the world of the 21st century. Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines. Attention given to ethical dilemmas as they arise in the discipline and theme of course.

**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 and its political party base. I, II, S

**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 formerly Communist countries, and developing countries. Credit given for only one of POLS-Y 107 and POLS-Y 217. I

**POLS-Y 109 Introduction to International Relations (3 cr.)** Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, major international issues. I, II

**POLS-Y 115 Environment and People (3 cr.)** An interdisciplinary analysis of the relationships between people, pollution, the environment, and society.

**POLS-Y 120 Public Affairs (3 cr.)** Introduction to public affairs through inquiry into government structures and policy processes at the international, federal, state and local level.

**POLS-Y 200 Contemporary Political Topics (1-6 cr.)** Extensive analysis of selected contemporary political problems. Topics vary from semester to semester and are listed in the Schedule of Classes.

**POLS-Y 201 Controversies in United States Politics (3 cr.)** A critical examination of multiple perspectives on contemporary political issues. Students develop critical thinking and oral examination skills through lively class debate and dialogue regarding some of the most controversial issues in U. S. domestic and foreign policy.

Topics updated each semester. Argumentative essays required.

**POLS-Y 211 Introduction to Law (3 cr.)** For paralegal students only. An introduction to law as an aspect of government and politics, and as a means of dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nation's legal systems. The course usually include a moot court or other forms of simulation.

**POLS-Y 214 Computer Aided Legal Research (2 cr.)** This course is designed to introduce students to legal research on line. It will give students hands on experience in internet research of legal databases and secondary sources.

**POLS-Y 221 Legal Research and Writing for Paralegal Students (3 cr.)** P: POLS-Y 211. Development of research and communication skills special to the area of law. Includes methods of organizing and conducting legal research, resources available for legal research, presentation of findings in memoranda and briefs, and other forms of legal writing.

**POLS-Y 222 Litigation for Paralegal Students I (3 cr.)** P: ENG-W 131, ENG-W 233, POLS-Y 211, POLS-Y 214, POLS-Y 234. This course examines the processing of a case from initial client interviews to final disposition. Includes the drafting of complaints, answers, counterclaims, interrogatories and other discovery tools, gathering of evidence, and motions and judgements.

**POLS-Y 224 Property Law for Paralegal Students (3 cr.)** P: Y211 and Y221. This course examines the legal rules governing various types of property and the ways in which human beings relate to property. Types of property include real and personal; relationships to property include both ownership and interest. Emphasis is placed on forms and procedures used in Indiana.

**POLS-Y 229 Estate Law for Paralegal Students (3 cr.)** P: POLS-Y 211 and POLS-Y 221. This course reviews legal rules and procedures concerning the transfer of property upon the owner's demise. Provides a practical approach to the language, procedure, forms, interpretation and administration of wills and trusts. Emphasis on current trends in Indiana and federal law.

**POLS-Y 234 Legal Research (2 cr.)** This course will focus on legal research using printed texts. It will also focus on how to find answers to legal questions within the context of using printed materials.

**POLS-Y 235 Introduction to Public Management (3 cr.)** The management process in public organizations. Focus is especially on external influences on public managers, the effects of the intergovernmental environment and problems of management in a democratic, limited government system.

**POLS-Y 301 Political Parties and Interest Groups (3 cr.)** Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

**POLS-Y 304 Constitutional Law (3 cr.)** American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

**POLS-Y 311 Democracy and National Security (3 cr.)** Analysis of fundamental tensions between democratic values and the requirements of national security. Topics include homeland security and civil liberties in an age of terror, civil-military relations, oversight of intelligence operations, effects of interventions and wars on democracy abroad and at home, and debates over the morality of United States security policies. II

**POLS-Y 316 Public Opinion and Political Participation (3 cr.)** The nature of public opinion on major domestic and foreign policy issues, mass political ideology, voting behavior and other forms of political participation, political culture, and the impact of public opinion on political systems.

**POLS-Y 317 Voting, Elections, and Public Opinion (3 cr.)** Determinants of voting behavior in elections. The nature of public opinion regarding 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.)** Examination of the American Presidency both in historical setting and in contemporary context. Topics include presidential elections; roles and resources of the president; structures and processes of the presidency; presidential leadership and behavior; relationships of the presidency and other participants in policy-making.

**POLS-Y 319 The United States Congress (3 cr.)** This course offers students the opportunity to study the legislative branch of American national government. It includes the structure and process of the Senate and House of Representatives, the roles of parties, interest groups, and lobbyists, the legislative process, and the relations of Congress with the other branches of government.

**POLS-Y 324 Women and Politics (3 cr.)** Analysis of women in contemporary political systems, domestic or foreign with emphasis on political roles, participation and public policy. Normative and/or empirical examination of how political systems affect women and the impact women have on the system(s). Topics vary semester to semester.

**POLS-Y 327 Gender Politics in the United States (3 cr.)** This course seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate.

**POLS-Y 329 Racial and Ethnic Politics in the United States of America (3 cr.)** A survey of minority group politics in the United States. The course examines the socio-economic position and political history of various demographic groups and highlights key public policy debates central to the future of ethnic politics and race relations in the United States. Compares theories of racial formation in the context of a political system predicated on majority rule.

**POLS-Y 330 Central American Politics (3 cr.)** An analysis of contemporary political change in Mexico and Central America. Emphasis on reformist and revolutionary paths to political, social, and economic transformations. The legacy of U.S. intervention in the region will be highlighted.

**POLS-Y 335 Western European Politics (3 cr.)** Development, structure, and functioning of political systems, primarily in France, Italy, and Germany. Political dynamics of European integration.

**POLS-Y 337 Latin American Politics (3 cr.)** Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic Church, multinational corporations, regional organizations, and United States on politics; public policy processes in democratic and authoritarian regimes.

**POLS-Y 343 The Politics of International Development (3 cr.)** Examines the key debates and issues regarding how *poor* countries develop economically and socially. Analyzes the interactions between politics and economics in the development process at the global, national, and local levels. Cases for comparison will include countries from Africa, Latin America, Asia, and the Middle East.

**POLS-Y 350 Politics of the European Union (3 cr.)** Study of the politics of the European Union (EU). Assesses past and present dynamics of economic and political integration in Europe, the structure and work of EU institutions, and EU public policies such as the Single Market, the common currency, common foreign and security policy, and trade.

**POLS-Y 357 Introduction to Nonprofit Management (3 cr.)** The management practices of nonprofit organizations.

**POLS-Y 358 Human Behavior and Public Organizations (3 cr.)** Increase self awareness regarding the importance of human and organization behavior in public agencies.

**POLS-Y 359 Economics and Public Management (3 cr.)** The application of economics to public policy, and to public management: theories of market failures, economic stabilization, redistribution, the evaluation of public expenditures, and fiscal federalism.

**POLS-Y 362 International Politics in Selected Regions (3 cr.)** The region studied will vary with the instructor and the year. Current information may be obtained for The Department of Political Science.

**POLS-Y 371 Workshop in International Topics (1-3 cr.)** Title varies. Includes such topics as development of the international system, politics of food and populations, law of the sea, human rights, trade, United States foreign policy, United Nations issues, etc. Eligible for graduate credit. May be repeated once for credit, with permission of department advisor.

**POLS-Y 376 International Political Economy (3 cr.)** Theories about the interaction between the international economic and political systems are the subject of this course. Works from each of the main traditions—liberal,

Marxist, and statist—are assigned. Specific topics covered include (among others) the politics of trade, aid, foreign investment, and international monetary affairs; theories of dependency and imperialism; the politics of international competition in specific industries; the stability or instability of international economic regimes.

**POLS-Y 380 Selected Topics of Democratic Government (3 cr.)** An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary from semester to semester. May be repeated once for credit. May be repeated more than once for credit.

**POLS-Y 381 Classical Political Thought (3 cr.)** An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.

**POLS-Y 382 Modern Political Thought (3 cr.)** P: It is not necessary for the student to have taken POLS-Y 381. An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present.

**POLS-Y 383 Foundations of American Political Thought (3 cr.)** Explores the evolution of American political ideas from colonization through ratification of the Constitution and its implementation.

**POLS-Y 384 Developments in American Political Thought (3 cr.)** American political ideas from the Civil War through the twentieth century.

**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. S

**POLS-Y 396 Law and Public Affairs (3 cr.)** The origins, process, and impact of law in the making and implementing of public policy. Provide students with the substantive concepts necessary to understand the judicial system and law.

**POLS-Y 425 Public Sector Labor Relations (3 cr.)** The development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.

**POLS-Y 430 Introduction to Public Policy (3 cr.)** The theory and practice of the formulation and the implementation of public policy. Topics include the factors of public demand on the political system; decision making in the public sector; tools and techniques for implementation and evaluation; and the import for future planning.

**POLS-Y 480 Undergraduate Readings in Political Science (1-6 cr.)** Individual readings and research. No more than six credit hours total may be taken. May be taken only with consent of instructor and Director of Undergraduate Studies. No more than 6 credit hours may be counted for the major requirement.

**POLS-Y 481 Field Experience in Political Science (1-6 cr.)** Directed readings, field research, research papers. May be taken only with the consent of the department chairperson.

**POLS-Y 488 Study Abroad in Political Science (3 cr.)**

P: LBST-D 510. In some cases there may be a language prerequisite. Enables students to participate in study abroad programs. In some cases there may be a language prerequisite. S

**POLS-Y 490 Senior Seminar in Political Science (3 cr.)**

Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students. Subject matter varies by semester. May be repeated once for credit.

**POLS-Y 501 Fundamentals of Public Management (3 cr.)**

The theory and practice of managing public organizations. Problems of planning, organization, staffing, directing, coordination and reporting are considered.

**POLS-Y 502 Health Care Delivery Policy Issues (3 cr.)**

Acquaints students with the main characteristics of health care policy. It will explore complexities of the U.S. Healthcare delivery system and its policy perspectives.

**POLS-Y 503 Statistics for Public Management (3 cr.)**

The fundamental logic of statistical inference, from description through to regression analysis.

**POLS-Y 504 Politics Managing Health Services Organizations (3 cr.)**

An overview of the governance, organization, and operational management of major institutions of health care delivery.

**POLS-Y 505 Personnel Management in Public Organizations (3 cr.)**

Analysis of public personnel systems.

**POLS-Y 506 Politics of Health Care Finance (3 cr.)**

Designed to discuss financial planning and analysis in managerial control and decision making in various types of health care organizations.

**POLS-Y 507 Public Law (3 cr.)** Law and its application to public policy and public organizations.

**POLS-Y 509 International Public Affairs (3 cr.)** Give administrators a more nuanced understanding of the contemporary world and its impact on public and nonprofit organizations, through analysis of the promises and challenges posed by globalization.

**POLS-Y 511 Public Economics (3 cr.)** Application of micro-and-macro-economics to the public sector. The fiscal role of government in a mixed economy, sources of public revenue and credit. Administrative, political and institutional aspects of the budget and the budgetary process.

**POLS-Y 513 Public Policy (3 cr.)** The dynamics of public policy, with an emphasis on actors, stages, analytical challenges, politics, and reconciling often contradictory goals.

**POLS-Y 514 Political Economy of Health Care (3 cr.)**

Course will focus on the economics of health care with attention to the role of government in health care policy debates and decisions.

**POLS-Y 515 Nonprofit Management (3 cr.)** The theory and practice of the management of nonprofit organizations, as well as their role in society.

**POLS-Y 516 Legal Aspects of Health Care Delivery (3 cr.)** Problem-focused survey of the impact of legislation and case law on the delivery of health care in the United States.

**POLS-Y 517 Civic Groups and Public Policy (3 cr.)**

Civic groups and public policy--interaction of government and nonprofit organizations in public policy.

**POLS-Y 518 Non-Profit Financial Management Policy (3 cr.)**

This course reviews financial, budgetary, and accounting principles related to non-profit management and policy making.

**POLS-Y 519 Resource Development for Nonprofit Organizations (3 cr.)**

The management of financial and volunteer resources in nonprofit organizations.

**POLS-Y 520 Leadership and Managerial Decision-Making in Organizations (3 cr.)**

This course analyses models for decision-making among managers to promote effective leadership in organizations. Various theories of bureaucratic decision-making will be highlighted.

**POLS-Y 521 Comparative Public Management and Affairs (3 cr.)**

Encourage a better understanding of the world and an outward-looking approach to innovation, through analysis of organizations and policy processes in a range of countries around the world.

**POLS-Y 522 Public Budgeting and Finance (3 cr.)**

This course gives students a solid grounding in the concepts, terminology and techniques in the art and science of public sector budgeting and financial administration at the federal, state, and local levels. Students use real world examples to analyze various approaches to public budgeting and revenue planning, evaluate and problem solve fiscal activities in governmental units, and gain "hands-on" budget preparation and presentation experience. I

**POLS-Y 524 Research Design for Public Affairs (3 cr.)**

This course will cover the components of research design and methods from variable identification to data collection. II

**POLS-Y 582 Financial Management for Public Affairs (3 cr.)**

The course reviews financial, budgetary, and accounting principles related to the management and policy making of public organizations. II (every other year)

**POLS-Y 594 Directed Readings in Public Affairs (1-3 cr.)**

P: Written permission of instructor required. Directed readings and research on selected topics in public affairs. Student(s) and instructor agree to a set of readings and requirements based on credit hours.

**POLS-Y 615 Capstone in Public Affairs (3 cr.)**

Application of program courses specifically to program evaluation, and more generally to thinking about the responsibilities of the public manager in contemporary society.

**POLS-Y 625 Topics in Public Affairs (3 cr.)**

Research and discussion of topics and issues in public affairs. Topics will vary from semester to semester.

**POLS-Y 635 Topics in Nonprofit Management (3 cr.)**

Research and discussion of topics and issues in non-profit management. Topics will vary from semester to semester.

## Psychology | PSY

### Psychology | PSY

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**PSY-B 190 Human Behavior and Social Institutions (3 cr.)** PSY-B 190 does not count towards the psychology major or minor, nor does it substitute for PSY-P 103 General Psychology as a prerequisite for any other psychology courses. Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II, S

**PSY-B 399 Human Behavior and Social Institutions (3 cr.)** PSY-B 399 does not count towards the psychology major or minor, nor does it substitute for PSY-P 103 General Psychology as a prerequisite for any other psychology courses. Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II

**PSY-P 103 General Psychology (3 cr.)** Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality, development, abnormal, and social psychology. May not be taken by students who have previously taken PSY-P 101. I, II, S

**PSY-P 106 General Psychology-Honors (4 cr.)**  
P: Consent of instructor. May not be taken by students who have had PSY-P 103 or PSY-P 101/PSY-P 102. Intensive introduction to psychology, combining lectures, discussions, and laboratory demonstrations. I

**PSY-P 190 Applying Psychology (3 cr.)** Current theory and applications of psychology covering personality, social, learning, cognition, and clinical topics. Applications of psychology to real-world problems and issues. Specific topics vary across semesters.

**PSY-P 205 Understanding Research in Psychology (3 cr.)** P: PSY-P103 or PSY-P106 and Level 3 on mathematics placement examination. A combination of experimental research methods and statistics for non-majors. This course offers instruction in critical thinking, different research designs, execution of simple experiments, interpretations of statistical outcomes, and understanding research reports. I, II

**PSY-P 211 Methods of Experimental Psychology (3 cr.)** P: COAS-Q 110, ENG-W 131, and PSY-P 103 or PSY-P 106. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. I, II, S

**PSY-P 216 Life Span Developmental Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106. Credit not given for both PSY-P 216 and PSY-P 316. A survey course

which integrates the basic concepts of physical, cognitive and psychosocial development from the prenatal period to death. Theories, research and critical issues in developmental psychology arising throughout the life span are explored with consideration of practical implications. I, II

**PSY-P 220 Drugs and Behavior (3 cr.)** P: PSY-P 103 or PSY-P 106. This course provides an introduction to drug use and misuse. The use of psychoactive drugs is considered from a biopsychosocial perspective. The effects of drugs on the nervous system and the behavioral adaptations that support drug use are reviewed. The therapeutic uses of drugs to treat mental illness and programs of drug education/prevention are considered. The problem of drug addiction is examined from biological, psychological and sociolegal perspectives and substance abuse treatment programs are evaluated I, II

**PSY-P 233 Industrial Psychology (3 cr.)** P: PSY-P 103, PSY-P 106, or consent of instructor. Application of psychological principles and research techniques to industrial and personnel problems, including selection, training efficiency, safety, and design of equipment. I

**PSY-P 241 Functional Analysis of Behavior 1 (3 cr.)**  
P: PSY-P 103 or PSY-P 106. Recent developments in the study of superstitious behavior, intermittent reinforcement, chaining, stimulus control, sensory processes and punishment. II

**PSY-P 303 Health Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106. Focuses on the role of psychological factors in health and illness. Modes of intervention covered include health education/promotion, risk factor reduction, and behavioral medicine. Topics include stages of change theory, medical decision making, pain management, stress management, addiction, smoking cessation, weight control, physician-patient interaction.

**PSY-P 316 Psychology of Childhood and Adolescence (3 cr.)** P: PSY-P 103 or PSY-P 106. Credit not given for both PSY-P 216 and PSY-P 316. Development of behavior in infancy, childhood, and youth; factors which influence behavior. I, II

**PSY-P 319 The Psychology of Personality (3 cr.)**  
P: PSY-P 103 or PSY-P 106. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration. I, II

**PSY-P 320 Social Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106. Principles of scientific psychology applied to the individual in social situations. Credit given for only one of PSY-P 304 or PSY-P 320. I, II

**PSY-P 321 Group Dynamics (3 cr.)** P: PSY-P 103 or PSY-P 106. Recommended: PSY-P 320. Theories, principles, applications and research in the field of group dynamics; training in group experience as a participant.

**PSY-P 324 Abnormal Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106. A first course in abnormal psychology with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations. I, II, S

**PSY-P 325 The Psychology of Learning (3 cr.)** P: PSY-P 103 or PSY-P 106. Facts and principles of animal

and human learning, especially as treated in theories attempting to provide frameworks for understanding what learning is and how it takes place. I

**PSY-P 326 Behavioral Neuroscience (3 cr.)** P: PSY-P 103 or PSY-P 106. 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. II

**PSY-P 327 The Psychology of Motivation (3 cr.)** P: PSY-P 103 or PSY-P 106. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.

**PSY-P 329 Sensation and Perception (3 cr.)** P: PSY-P 103 or PSY-P 106. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes.

**PSY-P 331 Psychology of Aging (3 cr.)** P: PSY-P 103 or PSY-P 106. A course that focuses on the psychological aspects of aging, including psychological theories of development, learning, memory, cognition, personality, sensation, perception, intelligence, psychopathology and its treatment. I

**PSY-P 333 Social Psychology of Music (3 cr.)** P: Twelve credit hours of psychology and music; with at least one course in each area, or permission of instructor. Credit not given for PSY-P 333 and MUS-L 418 or MUS-E 490. Introduction to evaluation of musical events from the perspective of social psychology, including aspects of perception, cognition, development, emotions, preferences, and culture.

**PSY-P 335 Cognitive Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106. Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem solving, and thinking. II

**PSY-P 336 Psychological Tests and Individual Differences (3 cr.)** P: PSY-P 103 or PSY-P 106. R: PSY-P 354. 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 354 Statistical Analysis in Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106; any quantitative reasoning course; any computer literacy course. Recommended: PSY-P 211. Introduction to statistics, including measures of central tendency and dispersion, elementary probability, and concepts of statistical inference, decision making, and hypothesis testing. Other topics covered include regression and correlation, analysis of variance and nonparametric methods. I, II, S

**PSY-P 365 Psychology of Religion (3 cr.)** P: Six credit hours in either psychology or religious studies, or consent of instructor. Provides exposure to theoretical bases (e.g., behavioral, humanistic, phenomenological) and empirical research programs (e.g., biology, conversion, coping, health, human development, mental disorder, mysticism) developed by psychologists in an attempt to elucidate the role of religion in the human psychological experience

**PSY-P 390 Special Topics in Psychology (3 cr.)** P: PSY-P 103 or PSY-P 106, consent of instructor. Study and analysis of selected psychological issues and problems. Topics vary from semester to semester. May be repeated for credit if topic differs.

**PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)** P: PSY-P 103 or PSY-P 106. The class explores the impact of social and political forces on psychological development. While the central focus of the course is on minority women, the course includes studies of either gender and all ethnicities. It examines how economic factors complicate development. Contemporary theories of race, gender, and class are examined. I

**PSY-P 403 Non-Experimental Research Methods in Psychology (3 cr.)** P: PSY-P 211. Provides an overview of the various non-experimental methods used in psychology. Topics include 1) basic survey methodology including survey construction and sampling issues; 2) interviewing techniques; 3) basic correlational research including the basics of structural equation modeling; 4) secondary/archival data analysis; 5) observational data and sociometric techniques; 6) applied research techniques such as needs and program assessment; 7) participant observations; 8) case studies. I, II

**PSY-P 420 Advanced Laboratory in Community Psychology (3 cr.)** P: PSY-P 211, PSY-P 354, PSY-P 403, PSY-P 434. The course will be restricted to psychology majors. An advanced laboratory class in community psychology that will focus on students engaging in system analysis, program development and evaluation, utilization review, service delivery and similar projects while working at a community agency. A series of tasks designed as capstone experiences for each training module in the course will be required and evaluated by the instructor; additional evaluation will be provided by the on-site supervisor and students will perform a self-evaluation.

**PSY-P 421 Laboratory in Social Psychology (3 cr.)** P: PSY-P 211, PSY-P 320, PSY-P 354, PSY-P 403. Research methodology in the study of social behavior. Meets liberal arts and sciences junior/senior-level writing requirement.

**PSY-P 423 Human Neuropsychology (3 cr.)** P: Nine credit hours in psychology. A critical examination of neurological functioning with respect to human and other animal behavior. Assesses the behavioral functions of neural structures and systems through understanding the behavioral consequences of brain damage and through basic experimental study.

**PSY-P 425 Behavior 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 429 Laboratory in Developmental Psychology (3 cr.)** P: PSY-P 211; PSY-P 216 or PSY-P 316, or PSY-P 331, PSY-P 354, PSY-P 403. Research methods in developmental psychology and their application to selected problems in the development of humans and nonhuman species.

**PSY-P 430 Behavior Modification (3 cr.)** P: Junior standing and 9 credit hours of psychology, including PSY-P 324 and PSY-P 325. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognition. II

**PSY-P 434 Community Psychology (3 cr.)** P: Six credit hours of psychology. An ecological orientation to the problems of mental health, social adaptation, and community change.

**PSY-P 435 Laboratory: Human Learning and Cognition (3 cr.)** P: PSY-P 211, PSY-P 325 or PSY-P 335 or PSY-P 438, PSY-P 354, and PSY-P 403. Meets liberal arts and sciences junior/senior-level writing requirement. Experimental studies of human learning and cognitive processes.

**PSY-P 438 Language and Cognition (3 cr.)** P: Six credit hours of psychology. Methods, research, and theory in psycholinguistics. Examination of speech perception, speech production, psychological studies of syntax and semantics, language development, cognitive basis of linguistic theory, neurology of language, and language comprehension and thought.

**PSY-P 443 Cognitive Development (3 cr.)** P: PSY-P 216 or PSY-P 316. Human cognitive development. Topics may include language, problem solving, conceptual growth, perception, and cultural influences.

**PSY-P 445 Preventive Psychology (3 cr.)** P: Six credit hours of psychology or consent of instructor. Preventive Psychology surveys the late and slowly developing field of the prevention of human psychopathology. This course examines why prevention has been so slow to develop, preventive methods which now exist, goals for prevention, and social psychological, or political issues which facilitate or retard the development of prevention or a cultural philosophy and practice.

**PSY-P 459 History and Systems of Psychology (3 cr.)** P: Twelve credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system making. Emphasizes integration of recent trends. I, II

**PSY-P 460 The Psychology of Women (3 cr.)** P: Twelve credit hours psychology, or 3 credit hours psychology, and 3 in women's studies. 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). II

**PSY-P 471 Laboratory in Developmental and Social Psychology (3 cr.)** P: PSY-P 211, PSY-P 354, PSY-P 403, and one of PSY-P 216, PSY-P 316, PSY-P 320, or PSY-P 331. Meets liberal arts and sciences junior/senior-level writing requirement. Principal research methods in the study of developmental and social psychology.

**PSY-P 481 Laboratory in Clinical Psychology (3 cr.)** P: PSY-P 101 and PSY-P 102, PSY-P 103, PSY-P 106, PSY-P 211, PSY-P 324, PSY-P 354, PSY-P 403. Meets liberal arts and sciences junior/senior-level writing

requirement. Principal research methods in clinical psychology and applied research for understanding development and treatment process for mental illness.

**PSY-P 495 Readings and Research in Psychology (1-3 cr.)** P: Consent of instructor. Without special consent of the departmental chairperson, a student may enroll in only one PSY-P 495 independent study section during a given semester.

**PSY-P 495 Readings and Research in Psychology (1-3 cr.) VT: Professional Practice Program Internship** P: Consent of instructor. Participation in a practicum in an applied area. The applied areas focus on problems in the community, such as problems of the mentally retarded, children, aged, family relations, industrial relations, and mental health. Students must register through the professional practice program as well as have approval of the psychology instructor.

**PSY-P 495 Readings and Research in Psychology (1-3 cr.) VT: Supervised Research** Active participation in research. An independent experiment of modest size; participation in ongoing research in a single laboratory.

**PSY-P 499 Honors Thesis Research (1-12 cr.)** P: Approval of departmental Honors Committee. May be substituted for advanced laboratory requirement in the program for major (with approval of departmental chairperson).

**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.

## Religious Studies | REL

### Religious Studies | REL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**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.)** Modes of thinking, views of the world and the sacred, the human predicament and paths to freedom, human ideals and value systems in the religions of India, China, and Japan.

**REL-R 160 Religion and American Culture (3 cr.)** Introduction to religious traditions and practices that influenced American history and culture.

**REL-R 210 Introduction to the 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 the 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 335 Religion in the United States, 1600-1850 (3 cr.)** Development of religious life and thought in the early United States, from the beginnings to 1850.

**REL-R 336 Religion in the United States, 1850-Present (3 cr.)** Development of religious life and thought in the modern United States, from 1850 to the present.

## Social Work | SWK0

### Social Work | SWK

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**SWK-S 102 Understanding Diversity in a Pluralistic Society (1-4 cr.)** P: ENG-W 131 Elementary Composition 1. C: ENG-W 131 Elementary Composition 1. This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, gay, lesbian, and bisexual persons. This course analyzes the interrelationship of race, class, age, ethnicity, and gender and how these factors influence the social values regarding economic and social justice. Course content will be integrated through student writing and presentations. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate EPAS (CSWE, 2008) competencies 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.4 (engage diversity and difference in practice), and 2.1.5 (advance human rights and social and economic justice).

**SWK-S 141 Introduction to Social Work (3 cr.)** P: ENG-W 131 Elementary Composition 1. C: ENG-W 131 Elementary Composition 1. This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. This course provides the opportunity for students to explore their interest in and potential for a career in social work. It introduces the knowledge, skills and values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services.

Social work practice requires extensive knowledge about the human condition, problems in living, problem solving, the delivery of human services, and the institutions that comprise today's social welfare system. Cognitive and interaction skills necessary for competent practice are introduced in this course. This course emphasizes the value base of social work practice and its commitment to social and economic justice. It assists students in assessing the congruence between their own values and those of the profession. II

**SWK-S 221 Human Growth and Development in the Social Environment (3 cr.)** P: SWK-S 141 (or permission of instructor); ENG-W 232; PSY-P 103 (or a human biology course); SOC-S 100. C: ENG-W 232; PSY-P 103 (or a human biology course); SOC-S 100. This course assists the undergraduate social work student in building a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus introduces students to implications for human development through a person-in-environment lens. S221 Human Growth and Development in the Social Environment explores influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. Students examine how the diverse contexts in which individuals live impact the range of human development and behavior in themselves and others. Understanding human behavior and development from a multidimensional perspective builds a strong foundation for development of skills later in the curriculum. Specifically, foundational concepts presented in this course help students apply critical thinking to an understanding of the diversity of human functioning and implications for the processes of social work assessment, evaluation and intervention.

**SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.)** P: SWK-S 141 (or permission of instructor); ENG-W 232; PSY-P 103 (or a human biology course); HIST-H 106. C: HIST-H 106. This course is designed to provide a historical perspective on the evolution of social welfare policies and programs and allow students to develop beginning policy analysis skills so that students will be able to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Students acquire knowledge of the prevailing social, political, ideological, and economic contexts that gave rise to the various social welfare policies and programs and have influenced how programs and policies have changed over time. In addition, the students acquire knowledge of manifest and latent functions of social welfare organizations' activities, their relationship to each other. In addition, the interrelationship and sources of conflict between the evolving profession of social work and social welfare services are explored. This course builds on knowledge and theories learned in S141 Introduction to Social Work and prepares students for S352 Social Service Delivery Systems. In this class students will build critical thinking skills as they consider forces and influences that have lead to the social service delivery system that exist today which will allow them to explore practical methods to influence policy in S 352. A particular emphasis in this course is to increase students understanding of how social welfare policies impact vulnerable people and build a passion for advocating for social and economic justice.

**SWK-S 305 Introduction to Child Protection (3 cr.)** This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. Social workers in all professional work settings must know how to identify child maltreatment and family violence. Students must also be able to practice without discrimination and with respect, knowledge, and skills related to the clients' age, class, color, culture, disability, ethnicity, family

structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. Students will learn the family dynamics and indicators of maltreatment and effective interventions at the micro, mezzo, and macro level, with an emphasis on strengths based, family-centered intervention strategies. Additionally, students will learn the extent of reported maltreatment of children, effects on children, treatment issues, the social worker's role in a multidisciplinary team approach, how to advocate for individuals and families, and will be introduced to the concept of personal accountability for outcomes. This course will also introduce to students the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment. This course is available as an elective but is also the first of two specific course requirements for the child services certification available through public universities in Indiana and the Indiana Department of Child Services. These two courses include components of the Core Training curriculum for all new employees of the Department of Child Services.

**SWK-S 322 Small Group Theory and Practice (3 cr.)**

P: SWK-S 221. The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family. The course covers group theories as well as mezzo practice strategies. Generalist social work practice recognizes the importance of groups in the life of individuals and societies. Groups are one of the most important vehicles for the social development of the individual as well as one of the basic structures by which a society organizes itself. They are often the means in which both individual and collective empowerment can occur, enabling the parties involved to effect change in their environment. Because of this significance, the study of group process and group practice is essential for social work. S322 Human Behavior and Social Environment II: Small Group

**SWK-S 331 Generalist Social Work Practice I: Theory and Skill (3 cr.)**

P: ENG-W 232; SWK-S 221. C: ENG-W 232; SWK-S 221. This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills. This course is designed to provide students with a beginning understanding of generalist social work practice. This course uses a range of perspectives including strengths perspective, empowerment perspective and person-in-environment perspective. Theory and Skills I is the first course in the Social Work practice professional foundation area. The course is based on the assumption that professional practice is built on a combination of knowledge, skills, and values. Integration of these Social Work concepts is accomplished mainly by lectures, role playing, and exercises. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated

with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EP 2.1.1 Identify as a professional social worker and conduct oneself accordingly, EP 2.1.2 - Apply social work ethical principles to guide professional practice, EP 2.1.3 Apply critical thinking to inform and communicate professional judgments, EP 2.1.4 Engage diversity and difference in practice, 2.1.6 Engage in research-informed practice and practice-informed research- analysis, EP 2.1.10 a, b Engage and assess with individuals. I, II, S

**SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.)**

P: SWKS-S 251; SWK-S 331; SWK-S 322; SWK-S 352. C: SWK-S 352. The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. It includes discussion of the individual as a member of a variety of groups, including the family. The course covers group theories as well as mezzo practice strategies. Generalist social work practice recognizes the importance of groups in the life of individuals and societies. Groups are one of the most important vehicles for the social development of the individual as well as one of the basic structures by which a society organizes itself. They are often the means in which both individual and collective empowerment can occur, enabling the parties involved to effect change in their environment. Because of this significance, the study of group process and group practice is essential for social work. S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. It is based on the strengths and empowerment perspectives and uses a systems analysis for understanding the impact of the small group on both the individual and society. This course focuses on group dynamics and practice, with an emphasis on the small group. In addition, the course is designed to enhance students' effectiveness for group participation and leadership. The course analyzes different social work roles and the various interventions used in working with groups. It offers a discourse on the individual as a member of a variety of groups, including the family and the formal organization as a composite of groups. The course activities include student participation in a small group experience where they will have the opportunity to learn selected skills for practice with small groups while studying the specifics of group theory and group dynamics. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on social work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidence by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EP 2.1.4 (engage difference and diversity in practice), EP 2.1.5 (advance human rights and social and economic justice), EP 2.1.7 (apply knowledge of human behavior and the social environment), EP 2.1.9 (respond to contexts that shape practice) and EP 2.1.10 (engage, assess, intervene

and evaluate practice with groups). S322 Human Behavior and Social Environment II: Small Group Functioning serves as a linkage between the HBSE I and III courses. The courses should be taken in sequence or concurrently. I, II, S

**SWK-S 352 Social Welfare Policy and Practice (3 cr.)**

P: SWK-S 251. This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills so that students will know how to work toward social change congruent with social work ethics and the profession's commitment to social and economic justice. The course emphasizes critical thinking and beginning policy practice skills to help students both understand and influence global, national, state, local, and agency policies that affect delivery of social services in local communities. The course develops policy analysis and policy practice skills within the context of social work ethics and the profession's commitment to social and economic justice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: EPAS 2.1.2 Apply social work ethical principles to guide professional practice; EPAS 2.1.4 Engage diversity and difference in practice; EPAS 2.1.5 Promote human rights and social justice; EPAS 2.1.8 Engage in policy practice to deliver effective social work services; and EPAS 2.1.9 Respond to and shape an ever-changing professional context.

**SWK-S 371 Social Work Research (3 cr.)** P: Junior standing according to the social work curriculum. Computer Course. C: Computer Course. The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. The attainment of this goal will prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge. This is the first course in the research professional content area and provides basic knowledge about research methodology as it applies to social work. Social work practice and research share common features and processes as both are fundamentally problem-solving enterprises. Students are encouraged to generalize the basic concepts and principles of science presented within this course for use in the knowledge building activities that take place throughout the broader curriculum. Underlying principles of science and logic are emphasized and special attention is directed toward the

recognition of common sources of error and bias in the implementation and interpretation of research studies as it affects the outcomes of research utilization. Students will be better able to recognize the impact of race, gender, age, and sexual orientation on the research process.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS: 2.1.3 critical thinking; 2.1.2 values and ethics; 2.1.4 diversity and difference; 2.1.5 Social Justice; 2.1.6 research-informed practice and practice-informed research; 2.1.10(d) evaluation of practice.

**SWK-S 401 Integrative Practicum Seminar I (3 cr.)**

This course is designed to facilitate integration of material gained from social work practice and theory courses with the realities of practice in the field as they occur in the student's practicum placement, S482 Social Work Practicum I. This course combines an exploration of social work practice with specific application to client situations. To allow students to fully explore issues and questions from the practicum experience, this course is taught in seminar format. Students are expected to share in the success of the seminar by presenting and sharing material from their practicum with seminar participants. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to provide the opportunity for demonstration of the social work core competencies and practice behaviors as well as the presentation of products produced during the concurrent practicum. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies as students build their eportfolios. However, emphasis is given to 2.1.1 (professional identity), 2.1.2 (values and ethics), 2.1.4 (diversity), 2.1.5 (human rights and social and economic justice), 2.1.8 (social policy), 2.1.9 (organizational context) and 2.1.10 (a) and (b) (engaging and assessing practice). Students will utilize course assignments from their upper-level social work courses and products from the S481 practicum as potential evidence that demonstrates they have achieved competence. Discussion in seminar, as well as individual consultation with the faculty liaison, will provide guidance for appropriate activities and products demonstrating competence of the identified practice behaviors. Curricular emphasis is placed on 23 of the 41 practice behaviors identified by the Council on Social Work Education (CSWE) for professional practice at the BSW level. Remaining practice behaviors are achieved in the second semester of field education in S482/S402 Social Work Practicum II and Social Work Practicum II Integrative Seminar.

**SWK-S 402 Integrative Practicum Seminar II (3 cr.)**

This second semester of field seminar provides a continuing forum for the integration of academic learning

with agency-based field placement. Taken as a co-requisite with S482 Field Practicum II, this course provides students with educational and administrative support to synthesize knowledge from all previous social work courses and the experiential learning from field, increases communication between student, liaison, agency, and provides opportunities critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. Through facilitated discussion, students learn about social work practice in various settings and assist each other in seeing the similarities and differences in applying generalist social work practice, knowledge, and skills across service delivery systems and practice methods. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate all ten of the EPAS competencies as students complete their eportfolio and as such, serves as a capstone experience for the BSW curriculum. However, emphasis is given to 2.1.2 (values and ethics), 2.1.3 (critical thinking), 2.1.6 (research), 2.1.7 (human behavior and the social environment), 2.1.9 (community context) and 2.1.10 (c) and (d) (intervening and evaluating practice). This course serves as a capstone experience for the BSW curriculum where students gather and organize products that demonstrate their competence in their electronic portfolio.

#### **SWK-S 423 Organization Theory and Practice (3 cr.)**

This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. The course assists the undergraduate social work student in building a knowledge base about organizations and organizational life from the perspective of consumers, practitioners, and leaders. It also aims at developing students' ability to work differentially with selected organizations and systems recognizing the unique characteristics, capabilities and needs of modern organizations and the clients they serve. The course focuses on the relationship between service ideology, organizational structure, processes, and culture and how these facets of an organization enhance or inhibit the well being of consumers and practitioners. The course devotes discrete attention to practical skills in organizational survival for the social worker, theory and practice of leadership within human service organizations, managing staff and volunteers in human service organizations, particularly non-profit organizations, organizational change and innovation, fundraising and budgeting, developing and sustaining culturally-competent and client-centered organizations, and the

relationship of organizations to communities, community stakeholders and the political process. It also addresses the impact of globalization and technology at the agency level. This course builds on the knowledge and skills of generalist practice gained from S322, S331, and S332. The orientation of this class is informed by systems theory, the ecological and strengths perspectives, theories on innovation and organizational change, and the concepts of power, empowerment, and culturally competent practice. The Council on Social Work Education (CSWE), the accrediting body for School's of Social Work, requires Social Work Programs to demonstrate how each course in the curriculum helps students develop competencies expected of all who seek entry into the profession. Programs must document a match between course content and CSWE competencies defined in Educational Policy and Accreditation Standards (EPAS). This course, required in the BSW curriculum, draws upon basic knowledge and understanding of our diverse society. Course content contributes to building knowledge and skills for students to demonstrate the following CSWE competencies: 2.1.4 (Engage diversity and difference in practice.); 2.1.5 (Advance human rights and social and economic justice.); 2.1.7 (Apply knowledge of human behavior and the social environment.); 2.1.9 (Respond to contexts that shape practice.); 2.1.10 a (Engage with individuals, families, groups, organizations and communities.); 2.1.10 b (assess with individuals, families, groups, organizations and communities.); 2.1.10 c (Intervene with individuals, families, groups, organizations and communities.); 2.1.10d (Evaluate with individuals, families, groups, organizations and communities.)

#### **SWK-S 442 Intermediate Practice-Policy Seminar in Selected Fields of Practice (3 cr.)**

This course focuses the student upon a specific field of social work practice in increased depth, provides further opportunity for synthesis of student learning from previous courses, and seeks to integrate social welfare policies and policy analysis with social work practice. Repeatable for credit.

#### **SWK-S 460 Scholarly Writing Seminar (3 cr.)**

This course prepares BSW/MSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses. I, II, S

#### **SWK-S 501 Professional Social Work at the Master's Level: An Immersion (3 cr.)**

An overview of social work providing basic orientation to available resources and expectations of graduate education in the Master of Social Work program. The overview also includes the definition, scope, history, ethics, and values of the profession.

**SWK-S 502 Research I (3 cr.)** Introduces students to the knowledge and skills needed to evaluate their own practice and the effectiveness of social service programs within which they work. I

**SWK-S 503 Human Behavior and the Social Environment I (3 cr.)** Focuses on individual development and functioning at all system levels with particular emphasis on the interplay of individual, family, and group

system needs and resources over time. Special attention is given to issues of values and ethics and to the impact of inequality, discrimination, and differential access to opportunity within society on the development and functioning of both the individual and the family systems. I

**SWK-S 504 Professional Practice Skills I (3 cr.)**

Introduces students to knowledge, values, and skills for generalist social work practice. The course prepares students to enhance the well-being of people and to ameliorate environmental conditions that affect them adversely. Includes laboratory experiences to provide opportunities for students to develop basic social work skills through experiential and simulation activities. Focus is on core interactional skills of social work practitioner differentially applied at all system levels and with diverse populations. II

**SWK-S 505 Social Policy Analysis and Practice (3 cr.)**

Examines the political and legislative processes as these influence the development of social policy and services. Included are legislative and political processes, models of policy analysis, service delivery, and policy implementation. The effects of these on people are considered from global, political, economic, and social policy perspectives. I

**SWK-S 513 Human Behavior in the Social Environment II (3 cr.)**

Presents theoretical frameworks for understanding organizations, communities, and society as both targets and instruments of change, focusing on the ways that organizational, community, and societal structures and processes enhance or inhibit the well-being of people. Course content includes selected social problems. Special attention is given to the impact of inequality, discrimination, and differential access to opportunity on the larger systems, as well as on individuals and groups within them. S

**SWK-S 514 Practice with Individuals and Families I (3 cr.)**

Focuses on generalist social work practice with individuals, families, and groups. I

**SWK-S 618 Social Policy and Services (3 cr.)** A group of courses covering topics or content including social problems, special populations, particular social service areas, and social indicators that predict areas of future social policy transformation. (Student selects one course.) I

**SWK-S 516 Social Work Practice II: Organizations, Communities, Society (3 cr.)**

This course is concerned with helping communities and other social units empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques. II

**SWK-S 517 Assessment in Mental Health and Addictions (3 cr.)**

Recognizing the social, political, legal, and ethical implications of assessment. Students critically examine various conceptual frameworks, apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. I

**SWK-S 555 Social Work Practicum I (3 cr.)** This course is an educationally directed practice experience in social work practice settings with approved field instructors. II

**SWK-S 600 Seminar in Social Work (1-10 cr.)** These courses are chosen from electives offered by the Social Work department on various subjects, or taken at a graduate-level in a related field, as approved by the program director. (elective)

**SWK-S 623 Practice Research Integrative Seminar (3 cr.)**

Provides content from various research methodologies, including qualitative and quantitative designs, to support advanced interpersonal social work practice. I

**SWK-S 651 Social Work Practicum II (4 cr.)**

C: Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. Agency-based field experience for interpersonal practice concentration students. 257 clock hours. I

**SWK-S 652 Social Work Practicum III (1-5 cr.)**

C: Concurrent with SWK-S 643, SWK-S 644, or SWK-S 645. Agency-based field experience for interpersonal practice concentration students. 386 clock hours. II

**SWK-S 661 Executive Leadership Practice (3 cr.)**

Addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. S

**SWK-S 682 Assessment in Mental Health and Addictions (3 cr.)**

Recognizing the social, political, legal, and ethical implications of assessment. Students will critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects.

**SWK-S 683 Community-Based Practice in Mental Health and Addiction (3 cr.)**

Provides knowledge and skills relevant to various aspects of social work practice in revention, intervention, and treatment of selected addictions.

**SWK-S 685 Mental Health and Addiction Practice with Individuals and Families (3 cr.)**

Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence based, best practice, approaches for service to and for children, youth, adults, and families affected by mental health and addiction issues. II

**SWK-S 687 Mental Health and Addiction Practice with Groups (3 cr.)**

Students enrolled in this course develop professional knowledge and skills for group work services to and for persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course. S

**SWK-S 481 Social Work Practicum I (2-7 cr.)**

S-F grading. Field education provides the opportunity for social work students to demonstrate competency in practice, integrating knowledge, values and skills gained in the professional education curriculum. The first practicum experience in the Bachelor of Social Work program allows the student to develop and demonstrate beginning practice competency, laying the foundation for the final field experience (S482). S481 Social Work Practicum I builds upon the theoretical and experiential learning of both S231 Generalist Social Work Practice I: Theory and Skills and S332 Generalist Social Work Practice II: Theory and Skills both taught during the Junior year. S481 Social Work Practicum I affords the student an opportunity to make application of practice knowledge, values, and skills

within an organizational structure of a human service agency. In the agency settings, students are expected to demonstrate beginning competency in working with clients, utilizing community resources, interacting with other professionals, and in functioning effectively within an organization. Furthermore, students are expected to identify and work to alleviate (at a beginning level) oppressive conditions in the lives of their clients. As an essential complement to S481 Social Work Practicum I, each student will participate in a bimonthly integrative seminar course, S401 Integrative Seminar I, designed to assist the student to conceptualize his/her practice with the projected aim of professional integration. S401 Seminar activities are designed to be compatible with and supportive of the development of practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE).

**SWK-S 472 Practice Evaluation (3 cr.)** The purpose of this course is to educate students to evaluate systematically their own practice within the context of generalist practice. The course covers the knowledge and skills necessary to evaluate practice with individuals, groups and communities and organizations.

**SWK-S 482 Social Work Practicum II (2-7 cr.)** This course is the continuation of SWK-S 481 agency-based field experience which provides opportunities for students to demonstrate the practice behaviors outlined in the competencies defined by the Council on Social Work Education (CSWE) in preparation for professional practice at the BSW level. Demonstration of competencies requires the application and integration of classroom concepts and principles and the development of skills for generalist practice. The S482 practicum placement continues at the same agency as arranged for S481 with the student increasing the practicum time to 20 hours per week for the 16-week semester, with continued weekly supervision from an approved agency-based field instructor. The learning plan developed by the student and agency-based field instructor, and approved by the faculty liaison in S481, is continued and updated to provide opportunity for students to demonstrate the requisite practice behaviors. Students complete a minimum of 320 hours of supervised agency practice during this semester experience. BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to provide the opportunity for demonstration of the social work core competencies and practice behaviors as well as the presentation of products produced during this practicum for evaluation by field instructors, faculty liaisons and the student themselves. As this practicum builds upon the theoretical and experiential learning experiences provided in the professional coursework, students will have previously taken all required social work courses and will be concurrently enrolled in S402 Integrative Practicum Seminar II, taught by a faculty member who serves as the field liaison, which is geared to helping the student conceptualize his/her practice with the projected aim of professional integration and developing competence.

Students MUST take S402 and S482 concurrently: If students fail one or both of the S402 and S482 courses and are allowed to reenroll in the BSW program, they will

be required to successfully complete BOTH COURSES concurrently.

**SWK-S 433 Community Behavior and Practice Within a Generalist Perspective (3 cr.)** Course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political and economic injustice and bring social change.

## Sociology | SOC

### Sociology | SOC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**SOC-B 190 Human Behavior and Social Organizations (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior. I, II, S

**SOC-B 399 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, the nature of social institutions, the social processes that have shaped the world of the twenty-first century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**SOC-H 161 Honors: Principles of Sociology (3 cr.)** A general introduction to sociology for honors students. The course will cover key concepts, theories, and findings. Credit not given for both SOC-S 161 and SOC-H 161. II

**SOC-S 161 Principles of Sociology (3 cr.)** Credit not given for more than one of the following courses: HON-H 100, SOC-H 100, SOC-R 100, SOC-S 100, SOC-S 161. Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, politics, education, the economy, and religion. Includes social process operating within these areas; significance for problems of social organization, social change, and social stratification. I, II, S

**SOC-S 163 Social Problems (3 cr.)** Major social problems in areas such as the family, religion, economic order, crime, mental disorders, civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society. Although no prerequisite is required, it is strongly recommended that students have some previous social science course work and/or familiarity with basic sociological concepts and methodology. I, II, S

**SOC-S 164 Marital Relations and Sexuality (3 cr.)** A functional analysis of courtship; alternative lifestyles; mate selection; engagement; marital adjustment; sexual dysfunctions; and the basic issues of human sexuality. II, S

**SOC-S 230 Society and the Individual (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. An introduction to the

concepts, perspectives, and theories of social psychology from the level of the individual to collective behavior.

**SOC-S 240 Social Informatics (3 cr.)** Introduction to key social research perspectives and literatures on the use of information and communication technologies.

Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (for example, peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

**SOC-S 258 Elementary Social Research Techniques (3 cr.)** P: C or higher in MATH-A 100 or equivalent.

Required for sociology majors. An introduction to major field and laboratory research methods. This includes techniques applicable to applied fields of sociology including social work, advertising, criminology, city planning, and police, military and industrial intelligence. I

**SOC-S 268 Seminar in Applied Social Research (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. Required for sociology majors. Directed projects in community organizations; the use of social research techniques to gather information desired by the organization and apply it toward some problem or need of the organization. I, II

**SOC-S 306 Urban Society (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A study of cities and urbanization in the modern world; special consideration of ecological patterning, urban lifestyles, and urban problems. S

**SOC-S 310 The Sociology of Women in America (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism.

**SOC-S 313 Religion and Society (3 cr.)** P: ANTH-E

105, SOC-S 161, or SOC-S 163. 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: ANTH-E 105, SOC-S 161, or SOC-S 163. An examination of the social aspects of health and illness; utilization of health services; the role of hospitals and health care professionals, including medical care systems in cross-cultural contexts.

**SOC-S 315 Work and Occupations (3 cr.)** P: ANTH-E

105, SOC-S 161, or SOC-S 163. Treats work roles within such organizations as factory, office, school, government, and welfare agencies; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers.

**SOC-S 316 The Family (3 cr.)** P: ANTH-E 105, SOC-S

161, or SOC-S 163. Cross-cultural perspectives on family systems; structure and process of the conjugal family in modern and emerging societies. Focus on relationships of the family to other subsystems of the larger society and on interaction within the family in connection with these interrelationships. Emphasis on development of systematic theory.

**SOC-S 317 Social Stratification (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Nature, functioning, and maintenance of systems of social stratification in local communities and societies. Correlates and consequences of social class position and vertical mobility.

**SOC-S 319 Science, Technology, and Society (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. Examines issues such as the 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 324 Mental Illness (3 cr.)** P: ANTH-E 105,

SOC-S 161, or SOC-S 163. Social factors in mental illnesses; incidence and prevalence by social and cultural categories; variations in societal reaction; social organization of treatment organizations.

**SOC-S 328 Juvenile Delinquency (3 cr.)** P: ANTH-E

105, SOC-S 161, or SOC-S 163. A study of the patterns of juvenile delinquency, strategies for control, and theories of juvenile delinquency causation.

**SOC-S 331 Sociology of Aging (3 cr.)** P: ANTH-E 105,

SOC-S 161, or SOC-S 163. 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. II

**SOC-S 335 Race and Ethnic Relations (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. 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 Gender Roles (3 cr.)** P: ANTH-E 105, SOC-

S 161, or SOC-S 163. Exploration of the properties, correlates, and consequences of gender roles in contemporary societies. Emphasis on defining gender roles, tracing their historical development, considering their implications for work, marriage and fertility, with crosscultural comparisons.

**SOC-S 341 Sociology of Men/Masculinities (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. Study of what it means to "be a man" in modern society. Focus on historical contexts, differences among men, social institutions (e.g. families, religion, economy, politics, sports) and social construction of masculinities.

**SOC-S 348 Introduction to Sociological Theory (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. An intensive examination of the classic tradition in sociological theory, i.e., Durkheim, Marx, Mead, Summel, Weber, etc. Attention is paid to basic concepts, substantive themes, and methods of social analysis. I, II

**SOC-S 349 Topics in Contemporary Social Theory (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163, or an approved theory course. An in-depth analysis of one or two key areas or trends in contemporary sociology. Examples include American theory, deconstruction, critical theory, feminist theory, hermeneutics, neo-Marxism, post modernism. I, II

**SOC-S 351 Social Statistics (3 cr.)** P: C or higher in MATH-A 100 or equivalent. Introduction to statistics, including measures of central tendency and dispersion, probability, statistical inference, hypothesis testing, regression, correlation, analysis of variance, and crosstabulation. I, II

**SOC-S 353 Qualitative Research Methods (3 cr.)**

This course guides students through major steps of qualitative research. These steps include choosing a topic, developing research questions, and collecting data.

Students will be introduced to participant observation, interviewing, archival research, and artifact analysis. They will learn how to analyze and interpret qualitative data and how to write ethnography.

**SOC-S 354 Quantitative Research Methods (3 cr.)**

This course will guide students through the major steps of quantitative research. These steps include choosing a topic; developing propositions, operationalizing concepts, proposing hypotheses, and collecting data. Students will be introduced to quantitative data analysis and will learn how to interpret the results from such analyses.

**SOC-S 360 Topics in Social Policy (3 cr.)** P: SOC-S 161 or ANTH-E 105 or SOC-S 163. Specific topics to be announced, e.g. environmental affairs, urban problems, poverty, population problems.

**SOC-S 362 World Societies and Cultures (3-6 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. Topics announced in the Schedule of Classes. An analysis of the social, cultural, political, and historical foundations of societies and cultures from around the world. Can be conducted in the field or on campus. S.

**SOC-S 395 Selected Topics in Sociology (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. Specific topics announced in the Schedule of Classes, e.g., "Conflict resolution and mediation," and "Sociological practice in the community."

**SOC-S 405 Selected Social Institutions (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Systematic examination of a particular social institution (e.g., modern science, education, the legal system, the mass media, the federal government, sports) from the perspective of current sociology. May be repeated for credit with a different topic.

**SOC-S 410 Advanced Topics in Social Organization (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Specific topics announced each semester, e.g. social stratification, formal organizations, urban social organization, education, religion, politics, demography, social power, social conflict, social change, comparative social systems, race and ethnic relations, rural sociology, urban sociology, and reorganization. May be repeated for credit with a different topic.

**SOC-S 422 Constructing Sexuality (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. A sociological examination of a variety of forms of human sexuality from a social constructionist and politics of sexuality perspective.

**SOC-S 431 Topics in Social Psychology (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. Seminar. Topics announced in the Schedule of Classes. Examples

include socialization, identity formation, public opinion, language and social behavior, symbolic interaction, the sociology of everyday life. Course may be repeated once for credit with a different topic.

**SOC-S 441 Topics in Social Theory (3 cr.)** P: ANTH-E 105, SOC-S 161, or SOC-S 163. 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. Course may be repeated once for credit with a different topic.

**SOC-S 444 Research Conference Practicum (1 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163 and prior consent of the instructor. This course cannot substitute for the 400-level seminars required of majors and minors. The purpose of this course is to guide students through the process of preparing for and presenting a paper at a scholarly conference. Students need to have a paper that is complete or nearly complete, which they will then revise for a conference presentation during the Spring semester. II

**SOC-S 457 Writing for Social Scientists (3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163. This course will expose students to different types of writing, help students understand the relationship between research and writing, and increase students' confidence in their writing. Students will learn strategies for writing an effective research paper, grant application, conference presentation, and personal essay.

**SOC-S 460 Topics in Non-Western Cultures (3 cr.)** This

variable topics course will analyze different aspects of non-western cultures. It will be organized as a seminar and require significant writing and research. The readings will expose students to different theoretical perspectives and empirical approaches. Topics will be announced in the Schedule of Classes.

**SOC-S 468 Research Problems in Sociology (1-3 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163; SOC-S 258 or SOC-S 268; and prior consent of instructor. This course cannot substitute for the 400-level seminars required of majors and minors. An independent research project, formulated and conducted in consultation with a faculty sponsor, culminating in an analytical paper. May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology. I, II, S

**SOC-S 494 Field Experience in Sociology (1-6 cr.)**

P: ANTH-E 105, SOC-S 161, or SOC-S 163, and two other courses at the 200-level or above, and prior consent of instructor. This course can substitute for one of the 400-level seminars required of majors and minors. Faculty-directed study of aspects of sociology based on field experience in conjunction with directed readings and writings. Specifically, each intern is required to 1) keep a daily or weekly journal, which is given at regular intervals to the faculty sponsor; 2) give an oral report once the fieldwork is completed; 3) depending on academic credit, write a journal or analytic paper or both. I, II

**SOC-S 495 Individual Readings/Research in Sociology (1-6 cr.)** P: Prior consent of instructor. This course cannot substitute for the 400-level seminars required of majors and minors. Individualized approach to selected topics

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. I, II, S May be repeated for credit, up to a maximum of 9 credit hours, although only 3 credit hours may be applied to a major or a minor in sociology.

## Spanish | SPAN

### Spanish | SPAN

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**Note** | All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center.

**SPAN-S 101 Elementary Spanish I (3-5 cr.)** Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary. Note: Students deemed to be beyond this level are subject to administrative withdrawal.

**SPAN-S 102 Elementary Spanish 2 (3 cr.)** P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary. Note: Students deemed to be beyond this level are subject to administrative withdrawal.

**SPAN-S 116 Elementary Spanish 2 with Review (4 cr.)** P: SPAN-S 101 or equivalent. Introduction to contemporary Spanish and the Spanish-speaking world through study of basic structural patterns and functional vocabulary. Includes review of essential first semester skills. Note: Students deemed to be beyond this level are subject to administrative withdrawal.

**SPAN-S 160 Spanish for Health Care Personnel (2-3 cr.)** P: SPAN-S 101 or equivalent. C: SPAN-S 102 or equivalent. Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through a series of vocabulary, grammar information illustrations, dialogues, exercises, and cultural notes, the courses prepare health professionals to communicate better with Spanish-speaking patients. May be taken concurrently with other Spanish language courses but cannot serve as a replacement for any of these courses and does not satisfy the foreign language requirement.

**SPAN-S 203 Second Year Spanish 1 (3-4 cr.)** P: SPAN-S 102 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. Attendance in Language Laboratory required.

**SPAN-S 204 Second Year Spanish 2 (3-4 cr.)**  
P: SPAN-S 203 or equivalent. Discussions in Spanish of contemporary Hispanic literature. Practice in composition both semesters.

**SPAN-S 275 Hispanic Culture and Conversation (3 cr.)**  
P: SPAN-S 204 or equivalent or consent of instructor. Practice of language skills through reading, writing, and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and

themes of social and political importance. Conducted in Spanish.

**SPAN-S 298 Second-Year Spanish (3 cr.)** Non-native students may receive a maximum of 16 special credits by completing a 300-level course with a "C" or better (SPAN-S 298 plus 10 hours at 100 level). Native speakers are eligible for a maximum of 6 hours of "S" credit (SPAN-S 298) upon completion of SPAN-S 313 with a "C" or better.

**SPAN-S 302 The Hispanic World 2 (3 cr.)** P: SPAN-S 204 or equivalent. C: SPAN-S 313 or SPAN-S 314. 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 (3 cr.)** P: SPAN S-314 or instructor's permission. Introduction to Hispanic culture through literature. Emphasis is on the development of national values and cultural themes. The approach stresses the relationship of literature to history and the arts. S Students may take the course two times for credit.

**SPAN-S 305 Masterpieces of Spanish Literature 1 (3 cr.)** P: SPAN-S 313 or equivalent. Texts selected from the eighteenth, nineteenth, and twentieth centuries. Historical background, literary movements, authors.

**SPAN-S 306 Masterpieces of Spanish Literature 2 (3 cr.)** P: SPAN-S 313 or equivalent. Texts selected from Middle Ages to 1700, with emphasis on Golden Age. Historical background, literary movements, authors.

**SPAN-S 313 Writing Spanish 1 (2-3 cr.)** P: SPAN-S 204 or equivalent. Grammar review, composition, and themes in Spanish.

**SPAN-S 314 Writing Spanish 2 (2-3 cr.)** P: SPAN-S 313 or equivalent. Grammar review, composition, and themes in Spanish.

**SPAN-S 317 Spanish Conversation and Diction (3 cr.)** P: SPAN-S 204 or equivalent. International study. Intensive controlled conversation correlated with readings, reports, debates and group discussions. May be repeated once for credit.

**SPAN-S 325 Spanish for Teachers (3-4 cr.)** P: SPAN-S 204. Intermediate conversation for formal and informal settings. Intensive practice in pronunciation and diction, with individual corrective work in language laboratory. Intermediate grammar review coordinated with cultural themes.

**SPAN-S 363 Introduccion a la Cultura Hispanica (3 cr.)**  
P: SPAN-S 314 or instructor's permission. Introduction to the cultural history of Spanish-speaking countries, with the emphasis on its literary, artistic, social, economic, and political aspects.

**SPAN-S 411 Spain: The Cultural Context (3 cr.)**  
P: SPAN-S 314 or instructor's permission. A course to integrate historical, social, political, and cultural information about Spain.

**SPAN-S 412 Spanish America: The Cultural Context (3 cr.)** P: SPAN-S 314 or instructor's permission. A course to integrate historical, social, political, and cultural information about Spanish America.

**SPAN-S 416 Modern Hispanic Poetry (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Major movements and directions in Hispanic poetry from Modernism, Generation of 1898, Vanguardismo, Generation of 1927, to the present. Close study of selected poets such as Dario, Machado, Neruda, Lorca, Salinas, Paz. Literary relations between Latin America and Spain.

**SPAN-S 418 Hispanic Drama (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Forms, traditions, themes, and periods of Hispanic drama from the Renaissance to the present.

**SPAN-S 450 Don Quijote (3 cr.)** P: SPAN-S 305 or SPAN-S 306. Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

**SPAN-S 477 Twentieth Century Spanish American Prose Fiction (3 cr.)** P: SPAN-S 305, SPAN-S 306, or equivalent. Spanish-American prose fiction from late nineteenth century Modernism to the present.

**SPAN-S 478 Modern Spanish Novel (3 cr.)** P: SPAN-S 305 or SPAN-S 306. The Spanish novel from the beginning of Realism, around 1850, through post-Civil War novels of the twentieth century.

**SPAN-S 494 Individual Readings in Hispanic Studies (3 cr.)** P: Consent of department. Topic to be selected by the student with the consent of the department. May not be taken for graduate credit.

**SPAN-S 495 Hispanic Colloquium (1-3 cr.)** P: Consent of the department. Topic and credit vary. May be taken twice for credit as long as topic is different.

**SPAN-S 496 Foreign Study in Spanish (3-8 cr.)** See department.

## Speech | SPCH

### Speech | SPCH

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**SPCH-B 399 Human Behavior and Social Institutions (3 cr.)** P: SPCH-S 121 Public Speaking. This course introduces students to the perspectives of the social sciences in building an understanding of our world. It will also focus on the individual in relation to and as a product of that social world. It will develop in students an appreciation of the processes of social interaction and emphasize the analytic frameworks and techniques social scientists use to explain the causes and patterns of individual and institutional behavior. I

**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 160 Speech Correction for Classroom Teaching (3 cr.)** Classification and methods of therapy for speech and hearing disorders; emphasis on rehabilitation that can be given by teacher to children in classroom situations. Primarily for education majors.

**SPCH-S 205 Introduction to Speech Communication (3 cr.)** P: SPCH-S 121. 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 223 Business and Professional Communication (3 cr.)** P: SPCH-S 121. Examines organizational communication with emphasis on skills acquisition. Developed skills including interviewing, group discussion, parliamentary procedure, and public speaking.

**SPCH-S 228 Argumentation and Debate (3 cr.)** P: SPCH-S 121. 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. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

**SPCH-S 321 Rhetoric and Modern Discourse (3 cr.)** P: SPCH-S 121 or SPCH-S 205. 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 121, SPCH-S 122. 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 Persuasive Speaking (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Motivational appeals in influencing behavior; psychological factors in speaker-audience relationship; contemporary examples of persuasion; practice in persuasive speaking.

**SPCH-S 336 Current Topics in Communication (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

**SPCH-S 380 Nonverbal Communication (3 cr.)** P: SPCH-S 121 or SPCH-S 205. 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.)** P: SPCH-S 121 or SPCH-S 205, junior standing and approval of instructor.

Independent study or practicum experience. Projects must be approved by faculty member before enrolling. Repeatable up to a total of 6 credits.

**SPCH-S 400 Senior Seminar in Speech (3 cr.)** P: SPCH-S 205. Study of problems and issues in rhetoric and communication. Topic varies.

**SPCH-S 405 Human Communication theory (3 cr.)**  
P: SPCH-S 121, SPCH-S 205, or consent of instructor. Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory.

**SPCH-S 421 Speech Criticism (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.

**SPCH-S 427 Cross Cultural Communication (3 cr.)**  
P: SPCH-S 121 or SPCH-S 205. A survey study of national, cultural, and cross cultural persuasion in theory and practice.

**SPCH-S 440 Organizational Communication (3 cr.)**  
P: SPCH-S 121 or SPCH-S 205. An examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.

**SPCH-S 444 Political Communication (3 cr.)** P: SPCH-S 121 or SPCH-S 205. Examination of communication in political campaigns and social movements in the age of television. Campaign topics include speech making, advertising, news coverage, and debates. Case studies in social movements, including anti-war and anti-nuclear protest, civil rights, contemporary feminism, and the New Right.

**SPCH-S 450 Gender and Communication (3 cr.)**  
P: SPCH-S 121 or SPCH-S 205. Examines the extent to which biological sex and gender role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption, and stereotypes regarding gender differences in communication. Analyses of how the media present, influence, and reinforce gender stereotypes.

**SPCH-S 490 Professional Practice Internship (3 cr.)**  
P: SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised professional experience in speech communication.

## Sustainability Studies | SUST

### Sustainability Studies | SUST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**SUST-B 399 Human Behavior and Social Institutions (3 cr.)** Develops insights into human nature, social institutions, and social processes that have shaped the world of the 21st century. Explores a specific critical problem or social science theme in a manner that takes into account perspectives from several disciplines.

Attention given to ethical dilemmas as they arise in the discipline and theme of course. I (Every Other Year)

**SUST-S 201 Foundations of Sustainability (3 cr.)**  
This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, practices, technologies and strategies.

It emphasizes interconnections between environment, economy and security. I, II, S

**SUST-S 360 Topics in Sustainability Studies (3 cr.)** Topics announced in Schedule of Classes. An examination of topics and issues of special interest to sustainability studies not covered under the regular curriculum. May be repeated for credit with a different topic.

**SUST-S 361 Sustainability Abroad (1-6 cr.)** P: SUST-S 201 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. II May be repeated for credit with a different topic.

**SUST-S 411 Sustainability, Innovation, and Entrepreneurship (3 cr.)** P: SUST S-201 Foundations of Sustainability or Permission of Instructor. This course will focus on understanding and applying key concepts for advancing sustainable innovation and entrepreneurship initiatives to create competitive advantage and new businesses. You will look for real world examples of innovation and entrepreneurial opportunities and develop analytic skills that will bring value to employers and businesses seeking strategic advantage through sustainable innovation. I

**SUST-S 460 Strategies for Transformative Leadership and Community Engagement (3 cr.)** This course is designed to provide an interdisciplinary framework within which students can explore how the principles of sustainability intersect with community development. Students will learn how to apply this knowledge to the development and implementation of sustainable values, practices, and strategies in their own lives through participating in and planning effective community service projects focused on sustainability. By examining interconnections between environment, economy, and society, students will learn how community engagement impacts sustainability strategies at the individual, organizational, regional, and national levels. Ultimately, students will learn how to increase efficient use of human resources to collaboratively develop projects which will support and promote sustainable communities. II (Even years)

**SUST-S 490 Sustainability Practicum (3 cr.)** P: SUST-S 201 and two other courses from the minor in Sustainability Studies. Students apply concepts and strategies of sustainability to develop a sustainability action plan for a local business, not-for-profit agency or governmental unit. This is a classroom based course.II

**SUST-S 491 Internship in Sustainability (3 cr.)**  
P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent from the instructor. 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. I, II, S

**SUST-S 495 Directed Readings in Sustainability (1-3 cr.)** P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent of instructor. Independent study involving systematic schedule of readings contracted with and supervised by a faculty member. I, II, S

**SUST-S 496 Research in Sustainability (1-3 cr.)** P: SUST-S 201 and two other courses from the minor in Sustainability Studies, and prior consent of instructor. Independent study involving systematic schedule of readings contracted with and supervised by a faculty member. I, II, S

**SUST-S 501 Sustainability Strategies and Applications (3 cr.)** This course is designed to provide an interdisciplinary framework within which students can study the foundations of sustainability, and learn how to apply this knowledge to the development and implementation of sustainable values, strategies, practices and technologies in their business and organizations.

**SUST-S 520 Sustainability and Innovation (3 cr.)** P: SUST-S 501 This course is designed to give students practical skills to manage sustainable innovation projects for businesses and other organizations.

**SUST-S 620 Sustainable Technologies and Alternative Energy (3 cr.)** P: SUST-S 501 This course provides students with an overview of the sustainable technologies and alternative energy sources and systems that are currently available on the shelf and ready for application in the home, workplace, and/or community.

**SUST-S 630 Sustainable Food Systems (3 cr.)** P: SUST-S 501 This course is designed to provide an interdisciplinary framework within which students can explore how the principles of sustainability intersect with the food we eat. Students will learn how to apply this knowledge to the development and implementation of sustainable food systems.

**SUST-S 660 Sustainability and the Built Environment (3 cr.)** P: SUST-S 501 This course is designed to provide an interdisciplinary framework within which students can explore how the principles of sustainability intersect with the food we eat. Students will learn how to apply this knowledge to the development and implementation of sustainable food systems.

**SUST-S 690 Sustainability Leadership Development and Planning (3 cr.)** P: SUST-S 501 This course is intended to help students develop the strategic vision and leadership skills as well as practical tools and techniques to allow them to create and implement sustainability action plans within their businesses and organizations.

**SUST-S 691 Sustainability Internship (3 cr.)** P: SUST-S 501 or Permission of Instructor. The primary purpose of this course is to apply what you have learned through your sustainability course work to your internship experience. Readings and class discussions will encourage you to link sustainability concepts and perspectives to the concrete situations you encounter as an intern. The end result will be an improved ability to think sustainably and a greater

appreciation of the applications of sustainability studies outside of the classroom.

## Telecommunications | TEL

### Telecommunications | TEL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**TEL-R 205 Broadcast Performance (3 cr.)** Principles and techniques of radio microphone and television camera performance.

**TEL-R 208 Audio Production (3 cr.)** P: JOUR-C 200 and consent of instructor. Practice and principles in concepts of communication via audio for radio and television. Credit not given for both TEL-R 208 and TEL-R 305.

**TEL-R 287 Process and Effects of Mass Communication (3 cr.)** Theories and principles of mass communication, with emphasis on the contribution of the behavioral sciences. Credit not given for both TEL-R 287 and SOC-S 336.

**TEL-R 404 Topical Seminar in Telecommunication (1-3 cr.)** P: Six credit hours of art history, junior/senior status, consent of instructor. Exploration of problems and issues of telecommunications in contemporary society. May be taken three times for credit with different topics.

**TEL-R 408 Advanced Audio Production (3 cr.)** P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. Study and practice in creative audio concepts and techniques applicable to broadcasting and the motion picture.

**TEL-R 411 Non-Fiction Television (3 cr.)** P: Junior or senior status. Critical analysis of the forms and meanings of non-fiction genres, including news, documentary, docudrama, talk shows, and sports. Explores the relationship between nonfiction programming and American culture.

**TEL-T 211 Writing for Electronic Media (3 cr.)** P: Eng-W 131. Style, form, and preparation of written materials for electronic media.

**TEL-T 273 Media Program Design (3 cr.)** AHLA provides a conceptual framework for writing, designing, and evaluating a variety of media products. Media program design is not a hands-on production course, but does offer an overview of the production process. Topics include script writing, production design, visualization, composition, editing styles, and others. This course is a prerequisite for some advanced-level courses in the design/production area.

**TEL-T 283 Introduction to Production Techniques and Practices (3 cr.)** Introductory hands-on production course which concentrates on the planning and production of video and related media. Specific units include TV studio, field shooting/linear tap editing and digital video/nonlinear video editing. Content consists of applied activities within a conceptual framework. Lab fee required.

**TEL-T 313 Comparative Media Systems (3 cr.)** P: TEL-C 200. A comparative study of the ways in which various countries deal with fundamental questions of

media organization, control, financial support, program, philosophy, and social responsibility.

**TEL-T 331 Script Writing (3 cr.)** P: ENG-W 131. Covers format, structure, and writing of dramatic and non-dramatic scripts.

**TEL-T 336 Digital Video Production (3 cr.)** P: TEL-T 283; and demonstrated fluency with Macintosh and PC platforms. An intermediate-level production course that combines organizational, technical, and aesthetic skills. Emphasis on designing and producing computer graphics for television and multimedia, digitally edited video programs, and multimedia presentation. Special consideration will be given to interactive components of these media. Lab fee required.

**TEL-T 380 Latin American Cinema (3 cr.)** Latin American cinema is enjoying a new surge of international recognition. What are the distinctions and peculiarities of Latin American Cinema? What are some of the questions raised by Latin American film makers? This course examines Latin American film within a pan-American context that begins with classics of Latin American cinema and concludes with Latin America's emerging influence on the global market. It has been approved by the Gen. Ed. Committee (Non Western). II, S

**TEL-T 390 Literary and Intellectual Traditions (3 cr.)** Explores in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive and discussion focused. I

**TEL-T 416 Program Analysis and Criticism (3 cr.)** P: TEL-C 200. Critical analysis of the form, production and performance elements of program genres including drama, comedy, talk, and game shows, documentaries, news, and emerging or experimental types of mass media content. Explores the relationships between programming, the media industries, and American culture.

**TEL-T 430 Topical Seminar in Design and Production (1-3 cr.)** P: TEL-T 336, TEL-T 273, or permission from instructor. Exploration of design or production problems and issues in telecommunications. Topics vary. May not be repeated for credit. Credit not given for both TEL-T 430 and TEL-T 452.

**TEL-T 434 Advanced Production Workshop (3 cr.)** P: TEL-T 336; and demonstrated fluency with Macintosh and PC platforms. Advanced production techniques in a specialized area. The topics will cover advanced theory and concepts that build upon lower-level video production courses. Lab fee required.

**TEL-T 452 Topical Seminar in Design and Production (1-3 cr.)** P: Eng-W 131. Exploration of design or production problems and issues in telecommunications. Topics vary. May not be repeated for credit.

**TEL-T 498 Projects in Telecommunications (1-3 cr.)** P: Advance approval of a project by instructor. Individual projects in the area of telecommunication. May be repeated.

## Theatre and Dance | THTR

### Theatre | THTR

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### THTR-A 190 Art, Aesthetics, and Creativity (3 cr.)

Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationship to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits. I, II, S

#### THTR-A 399 Art, Aesthetics, and Creativity (3 cr.)

Explores, in an interdisciplinary way, culture, cultural artifacts, and the role of art in the formation and expression of a particular culture. An historical perspective on the intellectual tradition reveals both change and deeper continuities in the social and spiritual values underlying the making of art. Issues of practice of the craft receives greater emphasis at this level. Variable topics course. Meets general-education common core II-D requirement. II, S

**THTR-D 110 Social Dance (2 cr.)** An introduction to the most commonly encountered social dances. To provide the beginning student with increased confidence on the dance floor in social situations. Emphasis on body placement and alignment, coordination and imagination. Special emphasis placed on the cultural aspects of the development of the dances. I

**THTR-D 111 Introduction to Latin Dance (2 cr.)** This course will introduce and develop competence in the basic steps of salsa, merengue, bachata, and cha cha to develop a solid repertoire of dance movements. Stretches and exercises will help the student develop greater body awareness and agility as well as learning a social dance form that will help them maintain a healthy life style. I, II, S

**THTR-D 115 Modern Dance I (2 cr.)** Modern Dance technique for beginners. This course will emphasize body alignment, movement dynamics, spatial awareness, emotional intension of various movements and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape will be studied and applied to movements.

**THTR-D 120 Ballet I (2 cr.)** Beginning ballet technique with emphasis on body alignment while developing body awareness, flexibility, strength, coordination, and imagination.

**THTR-D 130 Flamenco I (2 cr.)** The basic elements of Spanish Flamenco dance; footwork, arm movements and turns to six, eight and twelve count rhythms will be covered. Emphasis on body placement and alignment, as well as coordination and imagination will also be included.

**THTR-D 135 African Dance 1 (2 cr.)** Pending | An introductory course of authentic West African Dance which requires no prior dance experience. Participants will explore traditions from the countries of Guinea and Senegal and the significant relationship dance and music has in those societies. Students will experience traditional

dances that celebrate rites of passage, harvest, courtship and healing. Repeatable for up to 4 credits.

**THTR-D 140 Jazz Dance I (2 cr.)** Beginning jazz dance techniques with emphasis on body placement, basic steps, rhythmic qualities, movement isolations, and improvisations characteristic of the jazz idiom.

**THTR-D 150 Middle Eastern Dance I (2 cr.)** Beginning Middle Eastern Dance technique with emphasis on body placement and alignment and development of body awareness, flexibility, coordination and imagination.

**THTR-D 170 Tap I (2 cr.)** The basic elements of Tap dance: the footwork, arm movements and combinations. Short choreographed segments and a routine will be included. I, II Can repeat twice for credit.

**THTR-D 205 Choreography (3 cr.)** P: Four credit hours of dance technique classes. This course will teach students to acquire, analyze and apply the basic elements that are essential for a practical theory of choreography. Students will learn to create choreography for solos and group pieces performed on stage and in other spaces.

**THTR-D 215 Modern Dance II (2 cr.)** Modern dance technique that applies the principles of Modern Dance I and also progresses to a higher level of proficiency. Dance sequences will comprise more contrasting movement dynamics with spatial complexity. Laban's theory will be further explored as efforts are combined to create new movements.

**THTR-D 220 Ballet II (2 cr.)** P: THTR-D 100 or permission of instructor. Continued work in ballet emphasizing improvement in strength and flexibility. Previous skills will be applied in learning of new jumps, turns, poses and adagio.

**THTR-D 230 Flamenco Dance II (2 cr.)** A continuation of Flamenco Dance I emphasizing a greater degree of complexity in the footwork, arm movements, turns, steps, and castanet work. Also, articulation, as well as speed of rhythmic footwork, Palmas and castanet playing will be expected.

**THTR-D 240 Jazz Dance II (3 cr.)** A continuation of Jazz Dance Technique I. This course will progress to a higher level of skill concerning the application of balance, coordination, and strength to movement patterns. Complex jazz dance combinations will be executed with an understanding of movement qualities such as lyrical and percussive. II

**THTR-D 250 Middle Eastern Dance 2 (2 cr.)** P: THTR-D 103 or permission of instructor. Continued exploration of Middle Eastern Dance Movement, Egyptian Style. Continued work with required isolations for performance of the techniques necessary for this dance style. Combines isolation and technique, with exploration of choreography as it applies to the discipline. Performance opportunities available.

**THTR-D 270 Tap II (2 cr.)** P: Tap I. Tap II is an extension of Tap I. Student will perfect steps learned in Tap I regarding technique, musicality and quality of sound, as well as learning new steps. I, II

**THTR-D 280 Dance Practicum I (1 cr.)** P: Minimum sophomore standing; approval of Area Coordinator of Theatre and Dance. Dance Practicum gives credit

to students working on a dance performance, music performance that includes dance, or a theatre production that includes dance. I, II Students may enroll for three semesters.

**THTR-D 281 Dance Practicum II (1 cr.)** P: Minimum sophomore standing; approval of Area Coordinator of Theatre and Dance. Dance Practicum gives credit to students working on a dance performance, music performance that includes dance, or a theatre production that includes dance. I, II Can repeat three times for credit.

**THTR-D 282 Dance Practicum III (1 cr.)** P: Minimum sophomore standing; approval of Area Coordinator of Theatre and Dance. Dance Practicum gives credit to students working on a dance performance, music performance that includes dance, or a theatre production that includes dance.

**THTR-D 300 Dance History: An American Perspective (3 cr.)** This course will trace the history of ballet, modern dance, jazz, tap, social dance, flamenco, and middle eastern dance and explain how each became embraced by American audiences. Included will be the merging of dance forms in musical theatre and in film. II

**THTR-D 475 Current Trends in Dance (1 cr.)** This seminar course will explore popular dance styles in today's culture. Students will gather information by observing YouTube performances of dance companies, TV shows and musical theater productions. I, II

**THTR-T 115 Oral Interpretation 1 (3 cr.)** Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences.

**THTR-T 120 Acting I: Fundamentals of Acting (3 cr.)** Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisations, and scene study. I, II

**THTR-T 150 Fundamentals of Play Structure and Analysis (3 cr.)** Dramatic structure and methods of play analysis for actors, directors, designers, and students of dramatic literature.

**THTR-T 190 Literary and Intellectual Traditions (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: idea of self, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of conflict. Writing intensive, discussion-focused.

**THTR-T 220 Acting II: Scene Study (3 cr.)** P: THTR-T 120. Techniques for expressing physical, intellectual, and emotional objectives. Study, creation, and performance from varied dramas.

**THTR-T 223 Vocal and Physical Preparation I (3 cr.)** Development of the voice and body as instruments of communication in the study of acting. Provides a series of exercises to increase flexibility, limberness, balance, coordination, and creative exploration of body movement. Vocal exercises are used to free, develop, and strengthen vocal pitch, range, resonance, breath control and articulation.

**THTR-T 224 Vocal and Physical Preparation II (3 cr.)** Advanced study in the use of the voice and body as instruments of communication in the study of acting. Also

includes work with stage dialects and the International Phonetic Alphabet.

**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.

**THTR-T 228 Design for the Theatre (3 cr.)** An overview of design principles in all areas of the theatre. Emphasis on those aspects of design which are common to work in scenery, costumes, lighting and makeup.

**THTR-T 230 Costume Design and Technology I (3 cr.)** Introduction to theories, methodology, and skills: materials, construction techniques, pattern drafting, wardrobe work, and decorative processes.

**THTR-T 290 History and Design of Stage Makeup (3 cr.)** Study of the history, principles and practice of stage makeup design. Through lecture/demonstrations and laboratory, students will have the opportunity to create makeup designs for characters from Dramatic Literature. Emphasis is on the creation of the entire design including the use of wigs, facial hair, prosthetics and special effects.

**THTR-T 300 Musical Theatre Workshop (3 cr.)** Focus on synthesizing acting, singing, and dancing into one performance technique. Emphasis will vary according to needs of students. May be repeated three times for credit.

**THTR-T 303 Musical Theatre Workshop 2 (3 cr.)**  
P: THTR-T 300. A continuation course based on principles learned in Musical Theatre Workshop 1 (THTR-T 300). Skills gained include: song as monologue, intermediate-advanced musical theatre audition technique, musicalized movement skills, application of honest pursuit of action to song performance and the building of a robust musical theatre book of repertory. II

**THTR-T 320 Acting III: Shakespeare (3 cr.)** P: THTR-T 220. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare. Lecture and laboratory.

**THTR-T 321 Musical Theatre History (3 cr.)** P: ENG-W 131 or equivalent. A course designed to give students a socio-historical perspective on the evolution of the American Musical Theatre form, from its beginnings when opera, dance and melodrama collided with *The Black Crook* in 1866 to today, when the American Musical Theatre model is one of our countries most recognizable cultural exports. Students will gain in-depth knowledge of the cannon through practical application of score reports, socio-historical discussion and research papers. I.

**THTR-T 326 Introduction to Scenic Design (3 cr.)**  
P: THTR-T 228. An entry-level studio course introducing the process of scene design, concept development, and the communication and presentation of theatrical ideas.

**THTR-T 327 Period Styles (3 cr.)** Chronological survey of the history of architecture, decorative, arts, and furniture and its application to theatre production. Offered annually.

**THTR-T 330 Rendering (3 cr.)** C: Consent of instructor. Examines methods and procedures for effective communication and realization of visual concepts by

learning basic sketching and rendering techniques in a variety of media. Offered annually.

**THTR-T 332 Scene Painting (3 cr.)** C: Consent of instructor. Fundamental techniques of scene painting: emphasis on a variety of techniques and methods utilized in modern scenic art for the stage to create specialized effects and artistic focus applied to practical projects. Offered annually.

**THTR-T 335 Stage Lighting Design (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. Laboratory required.

**THTR-T 339 Introduction to Costume Design (3 cr.)** An introduction to costume design principles, techniques and practices. Including analysis of play scripts that focuses on the creation of character through the costume. Historical research will be emphasized. Costume rendering techniques will be introduced as well as an emphasis on the sketch as a communication tool.

**THTR-T 340 Directing I: Fundamentals of Directing (3 cr.)** P: THTR-T 120, THTR-T 150, THTR-T 225, THTR-T 228, Junior or senior standing. Introduction to theories, process and skills (text analysis, working with actors, staging, and telling a story), culminating in a final project.

**THTR-T 341 Theatre Production I (3 cr.)** P: Minimum of sophomore standing. First semester directed theatre projects for performance, technical production, and arts management in co-curricular production activities. This course provides students the opportunity to bring their understanding and accomplishment to bear in theatrical production.

**THTR-T 342 Theatre Production II (1 cr.)** P: THTR-T 341. Second semester directed theatre projects for performance, technical production, and arts management in co-curricular production activities. Students provided more advanced opportunities to bring their understanding and accomplishment to bear in theatrical production. Expectations increased from THTR-T 341.

**THTR-T 343 Theatre Production III (1 cr.)** P: THTR-T 342. Third semester of directed theatre projects for performance, technical production, and arts management work in co-curricular production activities. Students are provided advanced opportunities to bring their understanding and accomplishment to bear in theatrical production. Expectations increased from THTR-T 342.

**THTR-T 345 Theatre for Children (3 cr.)** Approaches to children's theatre; storytelling, improvisations, dramatizations of children's literature; directing and staging plays for children. Practical experience in University Theatre. Participation in performance laboratory required.

**THTR-T 349 Theatre Practicum (1-3 cr.)** P: Minimum sophomore standing; approval of area coordinator of theatre and dance. Directed projects for performance, technical production, and arts management work on co-curricular productions, and other related activities. May be repeated twice for credit.

**THTR-T 390 Creative Work in Summer Theatre (1-3 cr.)**

Work in summer theatre productions. May be repeated for up to 6 credits.

**THTR-T 392 Theatre Internship (3 cr.)** P: Consent of instructor. Training and practice at a professional theatre or venue approved by the theatre faculty. I, II, S

**THTR-T 400 Arts Management (3 cr.)** This course introduces students in the fields at theatre, music, and fine arts to the practical business problems encountered in managing their respective public presentations and programs at the community and educational levels. Laboratory required.

**THTR-T 405 Stage Management (3 cr.)** P: Consent of instructor. Discussion, research and projects into the responsibilities, duties and roles of a theatrical stage manager. Work to include studies in script analysis for stage management, communication rehearsal and performance procedures, performance skills, and style and concept approach to theatre. Offered annually.

**THTR-D 420 Acting IV: Realism (3 cr.)** P: THTR-T 220, THTR-T 223, THTR-T 224, THTR-T 320, or consent of instructor. Emphasis on ensemble acting and textual analysis. Study and performance of characters in scenes from Chekhov, Strindberg, Ibsen, and modern American realism.

**THTR-T 423 Acting V: Period Comedy (3 cr.)** P: THTR-T 223, THTR-T 224, THTR-T 420 or consent of instructor. Techniques of performing period plays with emphasis on comedy of manners. Study and performance of characters in scenes from such playwrights as Moliere, Congreve, Sheridan, Wilde, and Coward.

**THTR-T 424 Stagecraft 2 (3 cr.)** P: THTR-T 225. History of stagecraft; stagecraft mechanics and perspective drawing. Laboratory required.

**THTR-T 425 Introduction to Theatrical Drafting (3 cr.)** P: THTR-T 225 or consent of instructor. A studio course consisting of both traditional hand drafting techniques and digital CAD techniques as they are used in theatrical production communication. Laboratory required.

**THTR-T 426 Fundamentals of Scenic Design (3 cr.)** P: HTR-T 326. Work in line, color, and composition using historical conventions as the basis for contemporary scenic statements. Emphasis on period style and presentational forms.

**THTR-T 427 Design Studio (3 cr.)** P: Consent of instructor. Promotion of the collaborative process through the sharing of ideas, observations and solutions across disciplinary design/technical boundaries. Development of designer process while working on a portfolio of work structured for each individual students. I, II, S

**THTR-T 430 Costume Technology II (3 cr.)** P: THTR-T 230. Further development of construction techniques for interested students who have satisfactorily completed T230. Provides a foundation of sewing, craft, fitting, and patternmaking techniques for use in developing a construction project and performing production assignments.

**THTR-T 431 On-Camera Techniques (3 cr.)** P: Consent of instructor. Principles and techniques of various performance methods involved in acting on the camera.

Work to include directed exercises and scenes. Offered annually.

**THTR-T 433 Costume Design II (3 cr.)** P: THTR-T 228. Intensive study of costume design in mainstream theatre. Projects in collaborative aesthetics in design and practical application rendering techniques and visual communication.

**THTR-T 434 Historic Costumes for Stage (3 cr.)** Survey of historical costume in western civilization, ancient Mesopotamian cultures through, the Twentieth Century. Taught from socio-historical perspective and applied to performance theory.

**THTR-T 438 Advanced Stage Lighting Design (3 cr.)** P: THTR-T 228, THTR-T 335. Stage lighting design-concept development, presentation, and implementation are emphasized, along with advanced lighting techniques and approaches. A practicum will be assigned. Laboratory required.

**THTR-T 442 Directing II: Advanced Directing (3 cr.)** P: THTR-T 340. Theory and practice from play selection to performance. Emphasis on rehearsal and performance of varied dramatic material. Lecture and practical projects.

**THTR-T 453 Playwrighting 1 (3 cr.)** P: Consent of instructor. Introduction to principles of dramatic structure. Conferences and peer evaluations. Focus is on the creation and revision of a one-act play.

**THTR-T 470 History of the Theatre 1 (3 cr.)** P: Junior/senior standing. Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature.

**THTR-T 471 History of the Theatre 2 (3 cr.)** P: Junior/senior standing. Development of theatre in the Western world from its beginnings to the present. Emphasis on theatre as cultural institution, on practice of theatre arts, and on methods of research in theatre history. Circa 1700 to present.

**THTR-T 479 Problems in Performance (3 cr.)** P: Consent of instructor. Designed to address in greater detail specific performance problems that confront the contemporary actor. Subjects to include: Speaking Shakespeare, Mamet and Pinter, The Greeks, Farce, etc. Offered annually.

**THTR-T 483 Topics in Theatre and Drama (1-3 cr.)** P: Junior/senior standing. Studies in special topics not ordinarily covered in other area courses. May be repeated once for credit if topic differs.

**THTR-T 485 Capstone Project (1 cr.)** P: Theatre major; senior standing; approval of area coordinator of theatre and dance area. Performance, directing or design project. Projects aimed to draw together the student's talent and experiences. This course is intended as a final assessment for Theatre Majors in the B.F.A. degree programs.

**THTR-T 490 Independent Study in Theatre and Drama (1-6 cr.)** P: Consent of instructor. Readings, performances, experiments, and reports in area of student's special interest. May be repeated for up to 6 credits.

## Visual Arts | FINA

### Visual Arts | FINA

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**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 15th century to the present.

**FINA-A 109 Ways of Seeing: Visual Literacy (3 cr.)** This survey provides an overview to assist students in their appreciation and understanding of visual culture throughout human development. It investigates the nature and culture of "seeing": how we see ourselves and our world as influenced by physiological, environmental and cultural conditions.

**FINA-A 190 Art, Aesthetics, and Creativity (3 cr.)** Explores artistic disciplines and associated forms, materials, and practices. Develops students' making, looking, and listening skills. Through the creative process students will explore relationships to other individuals and cultures, and will review the implications of their learning for their personal, academic, and professional pursuits.

**FINA-A 300 Topics in Art History (1-3 cr.)** Specialized topics in the study of Art History. May be repeated for up to 6 credits.

**FINA-A 303 Art Since 1945 (3 cr.)** Investigates individual artists as dynamic forces whose works reflect socio-political, technological, psychological and aesthetic developments since the end of World War II. Examines how world events, the political realignment of artists, the shifting social status of the art buyer's market, and the art movements since 1945 have influenced art today.

**FINA-A 306 Women in the Visual Arts (3 cr.)** The works and life of western female artists will be discussed. The relation to and difference of female artists approach to art historical traditions will be analyzed. Feminist theories in art history will be employed for analyzing the production of art by women in the west as to how it reflected and, at the same time, affected its political and cultural milieu.

**FINA-A 307 Introduction to Non-Western Art (3 cr.)** Introduction to Non-Western Art will introduce students to the cultural art of Non-Western societies. The course will discuss how art is categorized in Non-Western cultures. The historical, social and cultural role played by the arts in Non-Western cultures will be analyzed.

**FINA-A 308 Modern Art 1900-1945 (3 cr.)** P: FINA-A 101 or FINA-A 102. The class will follow a chronological development of early twentieth century art in the west. The relationship between modern art and its relevant historical, political and cultural milieu will be studied. The response of artists to, and the effect of art on, western societies will be analyzed.

**FINA-A 309 Survey of the History of Architecture and Urbanism (3 cr.)** This survey of the built environment in its social and historical context spans from the beginnings

to the present. The scope is broad in geographical and cultural terms. Emphasis is on high-style Western architecture but Asia, Africa, the Americas, and vernacular architecture will also be included.

**FINA-A 320 Art of the Medieval World (3 cr.)** P: FINA-A 101 or FINA-A 102. A comprehensive study of the art and art theory of the Medieval period.

**FINA-A 328 Art and Architecture of the Medieval Period (3 cr.)** This course will examine works of art and architecture from the end of the Roman Empire to the Proto-Renaissance period. Emphasis will be on the production and uses of manuscripts, sculpture, and architecture in medieval societies in the West and in Medieval Islamic societies.

**FINA-A 332 Sixteenth and Seventeenth Century Art in Southern Europe (3-5 cr.)** P: FINA-A 101 or FINA-A 102. Beginnings of Baroque style and the pictorial traditions which spread from Italy to Spain and France.

**FINA-A 333 From Van Eyck to Vermeer (3 cr.)** P: FINA-A 101 or FINA-A 102. Survey of major artists and themes in Netherlandish painting from the 15th to the 17th century.

**FINA-A 341 Nineteenth Century European Art (3 cr.)** A survey of major artists and styles in painting and sculpture from ca. 1770 to 1900, emphasizing developments in France, England, and Germany. Topics include Neo Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

**FINA-A 343 American Art (3 cr.)** A basic survey of the Arts of the United States from the country's colonial roots to a position of world art leadership following World War II. The course will deal primarily with painting, architecture and sculpture. Relationships between these arts and between the decorative arts will be stressed.

**FINA-A 390 Museum Studies I: Methods, History, Issues (3 cr.)** Introduction to basic workings of an art museum: the history of museums, collection management, cataloging of objects. The course works closely with the IU Art Museum and its staff and, where applicable, with staff from other museums nearby.

**FINA-A 399 Art, Aesthetics, and Creativity (3 cr.)** Explores, in an interdisciplinary way, culture, cultural artifacts and the role of art in the formation and expression of a particular culture. A historical perspective on the intellectual tradition, reveals both change and deeper continuities in social and spiritual values underlying art making. Issues of practice of the craft will receive greater emphasis at this level.

**FINA-A 400 Senior Seminar (4 cr.)** P: Junior/senior status. Intensive examination of selected topics in art history. Open only to art history majors or with consent of instructor. May be repeated twice for up to 8 credits.

**FINA-A 407 Topics in the History of Architecture and Urbanism (3 cr.)** This variable title course is proposed for the exploration of more specialized topics in the history of architecture and urbanism in combined lectures, seminar and class presentation format. Topics may vary widely from Greek Temples, Medieval Cathedrals, the American Home, the Skyscraper or the work of a particular architect.

**FINA-A 408 Art History Internship (1-4 cr.)** An internship within a museum or cultural organization where the student is participating in curatorial, education or administrative Art History-related responsibilities. Application for an Art History internship includes a formal proposal and documentation from the host institution on the nature of the activity to be performed by the student.

**FINA-A 409 Capstone Course (3 cr.)** Required for senior Bachelor of Fine Arts students. The Capstone focuses the critical and analytical skills applied to visual knowledge during the student's academic career to provide a culmination and assessment of these skills. Visual Arts seniors investigate ideas about art and artists in preparation for the BFA Exhibit and to refine the intellectual tools of independent exploration.

**FINA-A 420 Upper Level Seminar in Art History (3 cr.)** This course is to investigate the literature of a specific topic in art history and highlight the methodology of this investigation. Seminars are exploratory in nature and topics will vary from year to year.

**FINA-A 427 Theories of Color (3 cr.)** Lectures, seminar discussions and personal investigation provide a basic introduction of the physiology of color, on the complex and varied history of color theory and the use of color by artists from antiquity to the present. Seminar readings expand exploration while student projects focus on one aspect of color theory.

**FINA-A 470 Problems in Art History (1-8 cr.)** P: Six credit hours of art history, junior/senior status, consent of instructor. Independent research in art history. Open only to juniors and seniors by consent of instructor.

**FINA-A 477 History of Photography (2-3 cr.)** P: FINA-A 101, FINA-A 102. The course surveys the developments of photography from 1839 to the present in Europe and the United States.

**FINA-A 490 Topics in Art History (3 cr.)** P: Junior/senior status, consent of instructor. Topic varies with the instructor and year and will be listed in the Schedule of Classes. May be repeated three times for credit.

**FINA-F 100 Fundamental Studio-Drawing (3 cr.)** Development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level in two dimensions. Includes placement, scale, volume, light, formal articulation, and investigation of graphic tools and media.

**FINA-F 101 Fundamental Studio-3D (3 cr.)** Volume, space, material, and physical force studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling, and casting using wood, plaster, Styrofoam, clay, etc.

**FINA-F 102 Fundamental Studio-2D (3 cr.)** Color, shape, line, and value structures are studied as the basis for exploration of two-dimensional spatial relationships; includes investigation of conventional and invented tools and media.

**FINA-P 273 Computer Art and Design I (3 cr.)** P: FINA-F 102. 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-P 273. This course covers the technical and design fundamentals and principles of web design.

**FINA-P 324 Intermediate Web Design (3 cr.)** P: FINA-P 323. Continued exploration of web design, with emphasis on efficient, user-friendly interfaces. Both web authoring and web animation software programs will be utilized. Focus on multimedia - video, sound, and motion graphics to communicate information effectively over the Internet, while retaining a strong aesthetic quality.

**FINA-P 374 Computer Art and Design II (3 cr.)** P: FINA-P 273. A continuation of P273. Emphasis will be placed on two-dimensional and three-dimensional graphic software, web page design and on-line publication.

**FINA-P 453 Graphic Design III (3 cr.)** P: FINA-S 324, FINA-S 351. Approaches to solving diverse problems in increasingly practical applications. Students draw on their knowledge of design principles as well as utilizing their technical skills. An investigative approach is emphasized.

**FINA-P 454 Graphic Design IV (3 cr.)** P: FINA-P 453. Professional problem solving in graphic design.

**FINA-P 455 Advanced Lettering and Typography (3 cr.)** P: FINA-S 324. Projects address topography as the primary vehicle for communicating information and supporting text content. Students will consider the formal aspect of type-setting, scale, form and legibility. A research paper will be required.

**FINA-P 461 Graphic Reproduction Methods I (3 cr.)** P: FINA-S 324. This course utilizes design projects to explore and perfect techniques for preparing visual images for reproduction. Students learn basic traditional hand techniques as well as digital techniques.

**FINA-P 475 Computer Art and Design III (3 cr.)** P: FINA-S 323. Focus on advanced problems in computer graphics (interactive/multimedia authoring) as determined by the skills and interests of each student.

**FINA-P 495 Independent Study in Fine Arts (3 cr.)** P: Consent of instructor. Bachelor of Fine Arts graphic design students only. May be repeated twice for credit.

**FINA-S 200 Drawing 1 (2-3 cr.)** P: FINA-F 100. Preliminary course for advancement in drawing, stressing basic visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, scale, space, volume, light and formal articulation.

**FINA-S 230 Painting 1 (2-3 cr.)** P: FINA-F 102 and FINA-S 200. Preliminary course for advancement in painting; exploring technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics.

**FINA-S 240 Basic Printmaking Media (3 cr.)** Introduction to printmaking. Emphasis on three basic media: intaglio, lithography, and silkscreen. Problems in pictorial composition and drawing. Study of the interrelationships of all graphic media.

**FINA-S 250 Graphic Design I (3 cr.)** P: FINA-F 102. Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics

**FINA-S 260 Ceramics 1 (3 cr.)** A limited introduction to handbuilding, throwing, glaze mixing and glaze application, including lectures on basic ceramic techniques. Critiques of student work.

**FINA-S 270 Sculpture 1 (2-3 cr.)** P: FINA-F 101. 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. May be repeated twice for up to 6 credits.

**FINA-S 291 Fundamentals of Photography (3 cr.)** 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. A digital SLR camera is required.

**FINA-S 296 Fundamentals of Digital Photography (3 cr.)** This course is an introduction to Digital Photography. DSLR Camera operation, exposure calculation, printing and the connoisseurship of digital images will be studied along with the formal and aesthetic understanding of photography in an historical and contemporary context.

**FINA-S 300 Video Art (3 cr.)** 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 ½" VHS camera and editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are also required.

**FINA-S 301 Drawing 2 (2-3 cr.)** P: FINA-S 200. Intermediate course in painting from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness. Continued problems in the articulation of space, scale, volume, and linear sensitivity.

**FINA-S 302 Printmaking II Book Arts (3 cr.)** A comprehensive introduction to basic book forms. Non-adhesive structures include basic pamphlets, as well as pleated, folded and tabbed forms. Adhesive structures include portfolios, Japanese stab binding, open-spine chain link binding, binding on tapes/cords and clamshell box construction.

**FINA-S 304 Digital Imaging (3 cr.)** P: FINA-A 190 or FINA-S 291. This course combines contemporary image making and digital image processing taught together in the context of photography.

**FINA-S 305 Graphic Design Internship (1-12 cr.)** P: Consent of instructor. Bachelor of Fine Arts graphic design students only. Graphic Design Internship: is a supervised experience where students work for clients in a

professional graphic design environment May be repeated four times for up to 12 credits.

**FINA-S 322 Color Photography (3 cr.)** P: FINA-S 291 or consent of instructor. Introduction to the practice of color photography: exposure in camera and printing color photographs. Guidance towards the establishment of a personal photographic aesthetic.

**FINA-S 323 Intermediate Photoshop (3 cr.)** P: FINA-P 273. Photoshop beyond the basics. Emphasis on collage techniques - layers and channels, layer modes, paths and clipping paths. Preparation of images for print, multimedia and web - scanning, retouching, optimizing images, as well as a variety of special effects applied to type and imagery.

**FINA-S 324 Page Layout and Design (3 cr.)** P: FINA-P 273. Comprehensive coverage of page layout. Strong emphasis on typography, including formatting, style sheets, and combining text with imagery. Files will be prepared for print, including preparation of collect-for-output reports and management of images and fonts. Features such as templates, libraries, and managing large documents will be covered.

**FINA-S 329 Manuscript Arts and Illumination (3 cr.)** This course will begin with a brief history of writing and calligraphic styles. Various decorative techniques will be studied, such as Italian white vine foliate and Celtic motifs for initial capitals. Contemporary and traditional materials will be covered, and will include working with vellum (calf skin). A history of illumination techniques (embellishing with gold leaf) will be followed by hands-on experience working with flat and raised gilding.

**FINA-S 331 Painting 2 (2-3 cr.)** P: FINA-S 230. Intermediate course in painting from the model and other sources. Emphasis on technical command and understanding of the components of painting space, color, volume, value, and scale. Media: oil or acrylics. May be repeated twice for credit.

**FINA-S 337 Watercolor Painting (2-3 cr.)** P: FINA-S 200. An introduction to watercolor working from still life, portrait, and the figure; stressing technical competence.

**FINA-S 338 Water Color Painting 2 (2-3 cr.)** P: FINA-S 337. Further work in advancing technical skill in watercolor and achieving stylistic individuality.

**FINA-S 341 Printmaking II Intaglio (3 cr.)** P: FINA-S 240. Advanced study with emphasis on intaglio. Problems in pictorial composition and drawing stressed. May be repeated twice for up to 6 credits.

**FINA-S 343 Printmaking II Lithography (3 cr.)** P: FINA-S 240. Advanced study with emphasis on lithography. Problems in pictorial composition and drawing stressed.

**FINA-S 344 Printmaking II Silkscreen (3 cr.)** P: FINA-S 240. Advanced study with emphasis on silkscreen. Problems in pictorial composition and drawing stressed.

**FINA-S 351 Typography I (3 cr.)** P: FINA-S 250. 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 361 Ceramics 2 (3 cr.)** P: FINA-S 260. Continued practice in forming and glazing, with emphasis on wheel throwing, surface decoration, and kiln firing techniques. Instruction through lectures, demonstrations, and critiques. May be repeated twice for up to 6 credits.

**FINA-S 371 Sculpture 2 (3 cr.)** P: FINA-S 270 or consent of instructor. 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. Must be repeated twice for a total of 6 credits.

**FINA-S 381 Metalsmithing and Jewelry Design II (3 cr.)** Extensive designing and model making for exploring forms and ideas in metal and mixed media, either as jewelry, hollowware objects, flatware, tea strainers and infusers, boxes, or small-scale sculpture. Focus on techniques of angle raising, repoussé and chasing, forging of flatware, stone setting, and lost-wax casting, jewelry mechanisms, hinge making, and patination of metals.

**FINA-S 392 Intermediate Photography (3 cr.)** P: FINA-S 291 or consent of instructor. 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 (1-20 cr.)** P: FINA-S 301. Advanced drawing. Continuation of S301. May be repeated for up to 20 credits.

**FINA-S 402 Pastel Drawing (3 cr.)** P: FINA-S 301. This studio class will explore different techniques used with chalk pastel and will briefly examine the history of pastel use by several important painters from Chardin through Manet, Redon and Degas. More contemporary artists will also be examined.

**FINA-S 403 Anatomy for the Artist (3 cr.)** P: FINA-S 200. Artistic Anatomy is an intensive lecture/studio course describing all of the bones and muscles of the body. The emphasis is on joint movement and proportion. The areas of the body are divided into 3-D mass conception, bone and muscle description and joint description. Students draw from the skeleton, plaster cadaver castes and the human figure.

**FINA-S 405 Bachelor of Fine Arts Drawing (1-6 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. A concentrated tutorial in the drawing craft. Craftsmanship, content, and personal style are stressed. May be repeated for up to 60 credits.

**FINA-S 406 Artificial Lighting (3 cr.)** P: FINA-S 392. Course work will include a study of technical and formal aspects of artificial lighting applied in a studio or on location. Assignments will emphasize the use of light as a visual language influencing the content of an image

**FINA-S 417 Hand Papermaking I (3 cr.)** This class will introduce students to various handmade paper techniques including recycled paper, sheet forming, pulp painting and molding.

**FINA-S 423 Large Format Photography (3 cr.)** P: FINA-S 392. Student will learn advanced photographic techniques of exposure and printing using a 4 x 5 view camera and further develop an aesthetic and conceptual understanding of photography.

**FINA-S 431 Painting 3 (1-20 cr.)** P: FINA-S 331. Advanced course in painting. Continuation of S331. May be repeated for up to 20 credits.

**FINA-S 432 Bachelor of Fine Arts Painting (1-60 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Concentrated studio projects within the framework of the B.F.A. painting program. May be repeated for up to 60 credits.

**FINA-S 437 Water Color Painting 3 (3 cr.)** P: FINA-S 338. Continuation of Watercolor Painting 2. May be repeated three times for credit.

**FINA-S 442 Bachelor of Fine Arts Printmaking (3 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Directed study in printmaking. Must be repeated twice for a total of 6 credits.

**FINA-S 447 Printmaking 3 (3 cr.)** Advanced work in intaglio and/or lithography for qualified students.

**FINA-S 471 Sculpture 3 (3-6 cr.)** P: FINA-S 371 or consent of instructor. Advanced work in sculpture for qualified students working in the chosen materials. The course focuses on the development of ideas as manifest in sculptural form. Must be repeated three times for a total of 9 credits.

**FINA-S 472 BFA Sculpture (1-7 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Production of a body of work reflecting the student's specific interests. Students meet independently with professor and in group critiques to maintain a dialogue and provide technical advice. May be repeated for up to 60 credits

**FINA-S 490 Advanced Photography I (3 cr.)** P: FINA-S 392 and consent of instructor. Repeatable for 60 hours.

**FINA-S 491 Advanced Photography 2 (1-20 cr.)** P: FINA-S 392 and consent of instructor. May be repeated for a total of 20 credits.

**FINA-S 492 Bachelor of Fine Arts Photography (1-60 cr.)** P: Successful completion of upper-divisional review and consent of instructor required. Creation of photography portfolio and senior thesis exhibition. May be repeated for up to 60 credits.

**FINA-S 495 Advanced Photo Systems (3-5 cr.) Junior-level course.** P: Consent of instructor. 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.)** P: Consent of instructor. 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. May be repeated for up to 21 credits

**FINA-S 499 Bachelor of Fine Arts Review (0 cr.)**

P: FINA-S 392 and consent of instructor. Final portfolio review for B.F.A. program.

**FINA-T 390 Literary and Intellectual Traditions (3 cr.)**

Interdisciplinary exploration of a humanistic tradition regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing intensive, discussion-focused. Attention to primary texts and research materials.

**FINA-U 401 Special Topics in Studio Art (1-3 cr.)**

Special topics in studio art not ordinarily covered in other departmental courses. May be repeated twice for credit.

**FINA-Y 398 Professional Practices in Fine Arts**

**(1-6 cr.)** Supervised, career related work experience in a cooperating institution, agency, or business. Evaluation by employer and School of Fine Arts. May be repeated for up to 6 credits.

## Women's and Gender Studies | WGS

### Women's and Gender Studies | WGS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**WGS-B 260 Women, Men, and Society in Modern Europe (3 cr.)**

Overview of the development of gender roles in Europe since the French Revolution; development of the private and public spheres, political ideology, and women's roles in society; the Industrial Revolution's impact on concepts of femininity and masculinity; Darwinism, imperialism, and gender roles; Victorian morality and sexuality; nationalism and masculinity; communism and gender equality; consumer culture and women's role in the home; feminism and the sexual revolution. (joint-listed course)

**WGS-B 342 Women in Medieval Society (3 cr.)** An overview of the history of women in the medieval west. The situation of women will be addressed according to their position in society - whether it be noblewomen, queen, peasant, saint, or prostitute. Both primary and secondary sources will be examined. Attention will also be paid to medieval theories about women and prevailing attitudes toward women, as expressed in both learned and popular circles. Methodological and epistemological problems will be highlighted. (joint-listed course)

**WGS-B 399 Human Behavior and Social Institutions (3 cr.)** Develops insight into human nature, the nature of social institutions, the social processes that have shaped the world of the 21st century. In an interdisciplinary way, introduces the distinctive perspectives of the social sciences, emphasizing frameworks and techniques used in explaining causes and patterns of individual and institutional behavior.

**WGS-E 391 Women in Developing Countries (3 cr.)**

This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women. S

**WGS-H 260 History of American Women (3 cr.)** Covers American women from 1607 to the present. It focuses on the changes which have occurred in the lives of American women over the centuries: family, health, education, work,

etc. It also shows the significance of women's lives and their contributions to America. (joint-listed course) II

**WGS-L 207 Women and Literature (3 cr.)** Focuses either on the North American experience (with units on black writers, nineteenth century writers, major new voices, and lesbian writers) or on England and the continent (with units on the Renaissance woman, manners and rebellion, nineteenth century male views of women, and twentieth century female views of women). (joint-listed course) I

**WGS-N 200 The Biology of Women (3 cr.)** This course examines the biological basis for bodily functions and changes that take place throughout the life of females. (joint-listed course) II

**WGS-P 391 Psychology of Gender, Race, and Ethnicity (3 cr.)** Explores the impact of social and political forces on psychological development and adjustment. Focus is on black women, but includes both genders and all races. Contemporary theory on race, gender, and class will be examined. (joint-listed course) I

**WGS-P 394 Feminist Philosophy (3 cr.)** Study of contemporary feminist philosophy in the United States and Europe. (joint-listed course) I, II

**WGS-P 460 Women: A Psychological Perspective (3 cr.)** Basic data and theories about the development and maintenance of gender differences in behavior and personality. (joint-listed course) II

**WGS-S 310 The Sociology of Women in America (3 cr.)** The study of the situation of women in America today—its definition, changes, and consequences. Specific issues may include spousal abuse, rape, the role of homemaker, being different, feminism. (joint-listed course) I, II

**WGS-S 338 Sociology of Gender Roles (3 cr.)** Examines the causes, correlates, and consequences of current gender role definitions, and considers personal and institutional barriers to equality of women and men resulting from socialization (e.g., education, media, language), discrimination, and other structural arrangements (e.g. family work). (joint-listed course) I, II, S

**WGS-S 349 Topics: Feminist Theory (3 cr.)** A sociological look at contemporary feminist theory.

**WGS-S 410 Topics: Gender Inequality in Work (3 cr.)** Seminar. Topics announced in the Schedule of Classes. Examples: social stratification, power and domination, social change, community organizing, urban social organization, biosociology. (joint-listed course) I

**WGS-T 190 Literary and Intellectual Traditions (3 cr.)** Explores, in an interdisciplinary way, one of the great humanistic traditions of inquiry regarding one of the following themes: ideas of self, truth, beauty, community, nature, or conflict. Writing-intensive, discussion-focused.

**WGS-W 100 Gender Studies (3 cr.)** Core Course The course provides an overview of the new field of Gender Studies. Professors from different disciplines in Arts and Sciences talk about the impact of Gender Studies in their departments. Students are shown a variety of approaches to learning and knowledge. I, II

**WGS-W 201 Women in Culture-Introduction to Women's and Gender Studies (3 cr.)** Core Course Interdisciplinary exploration of women's roles, images,

history, experiences with emphasis on the perspective of the humanities. Considers such topics as socialization and stereotypes, the roles of various institutions in shaping women's lives, the effects of gender on creativity. Introduction to Women's Studies.

**WGS-W 220 New Views on Gender (1 cr.)** Core Course A seminar-style approach focusing on a contemporary feminist issue, such as romantic love, bodily image, equal pay. A focus of the course is on writing for publication. A written project is required.

**WGS-W 240 Topics in Feminism: Social Science Perspective (1-3 cr.)** Core Course Exploration of feminist scholarship on a specific topic of current interest, e.g. women and social activism; pornography; reproductive rights; lesbian and gay studies; gender in early education; contemporary women's movement. Specific topics announced in the Schedule of Classes. Suitable for students without previous women's studies courses

**WGS-W 299 Research Methods in Women's Studies (3 cr.)** Core Course An interdisciplinary course which will introduce students to the approaches of various disciplines (in alternate years Humanities and Social Sciences) to women, gender; bibliographical tools, data gathering techniques, analytic approaches.. I

**WGS-W 301 International Perspectives on Women (3 cr.)** Core Course Feminist analysis of women's legal, social, and economic status in two or more cultures other than those of the United States, Canada, Australia, New Zealand, and Europe. Interdisciplinary approach. Required for a Women's Studies major.

**WGS-W 302 Issues in Gender Studies (3 cr.)** Core Course This topical, variably titled course, addresses selected ideas, trends and problems in the study of gender across academic disciplines. It explores a particular theme, or themes, and also provides critical reflection upon the challenges of analyzing gender within the framework of different disciplines of knowledge. II

**WGS-W 360 Feminist Theory (3 cr.)** This course is an introduction to feminist theory. Using primary and secondary text, this course will introduce students to the main debates in feminist theories to interpret a wide range of sources on women's lives.

**WGS-W 400 Topics in Women's Studies (3-6 cr.)** Core Course Interdisciplinary approach to selected ideas, trends, and problems in Women's Studies from a Social Sciences perspective. Specific topics to be announced in Schedule of Classes.

**WGS-W 402 Seminar in Gender Studies (3 cr.)** Core Course Topical seminar in Gender Studies. Analysis of a particular issue or problem which has generated debate within gender-related scholarship in a particular discipline, or across several disciplines/fields of enquiry.

**WGS-W 480 Women's and Gender Studies Practicum (3-6 cr.)** Core Course Internships in the Women's Studies Program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations.

**WGS-W 495 Readings and Research in Gender Studies (1-6 cr.)** Core Course Individual readings and research.

**WGS-Y 327 Gender Politics (3 cr.)** Seeks to analyze issues of power and politics from the perspective of gender within the United States cultural context. It considers the impact of women in traditional areas of politics as well as revised theoretical understandings of power, the political, and the public/private debate. (joint-listed course) I, II

## Faculty | Index

### Faculty and Administrative Staff Listing

#### IU South Bend Fast Facts

301 Full-Time Faculty | 261 Part-Time Faculty | 15:1 Student to Professor Ratio

#### Resident Faculty, Librarians, and Administrative Staff

- Ackoff to Dyczko
- Eberhart to Hurst
- Imes-Lynn
- Magnon-Park to Prater
- Qian to Trottier
- Vaidyanathan to Zynda

#### Emeriti Faculty

- Anderson to Duvall
- Esselstrom to Hultink
- Isaacson to Lyons
- Maher to Poinsette
- Riemenschneider to Tull
- Urbach to Zisla

#### Associate Faculty

- Alford to Dulle
- Ehlert to Huszar
- Inglefield to Lyons
- Mais to Purkeypile
- Quinn to Turner
- Vanderberg to Zandi

## Resident Faculty | Librarians | Administrative Staff | A-D

All tenure track faculty are graduate faculty

### A

- Ackoff, Karen, M.F.A. (Rochester Institute of Technology, 1985), Professor of Fine Arts, Ernestine M. Raclin School of the Arts
- Adakkalavan, Raman, Ph.D. (The University of Texas at Arlington, 2006), Associate Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
- Agarwal, Sushma, M.Phil. (Meerut University, 1973), Senior Lecturer in Mathematics, College of Liberal Arts and Sciences
- Agbetsiafa, Douglas, Ph.D. (University of Notre Dame, 1980), Director, Bureau of Business and Economics Research; Director, Center for Economic Education; Area Chair and Professor of Economics, School of Business and Economics
- Agbetsiafa, Patricia A., M.P.A. (Indiana University South Bend, 1990), Director, Administrative and Student Services, Judd Leighton School of Business and Economics
- Aghimien, Peter A., D.B.A. (Louisiana Tech University, 1986), Area Chair and Professor of Accounting, School of Business and Economics
- Ahlgrim, Kevin L., Manager, Telecommunications Systems, University Information Technology Services
- Alexander, Jannette G., Ed.D. (Andrews University, 1989), Associate Professor of Counseling and Human Services, School of Education
- Allison, Gary, Application Support Consultant, University Information Technology Services
- Allison, Terry L., Ph.D. (University of California, San Diego, YEAR), Chancellor of Indiana University South Bend; and Professor of English, College of Liberal Arts and Sciences
- Alvis, Dean L., Ph.D. (University of Oregon, 1980), Associate Professor of Mathematics, College of Liberal Arts and Sciences
- Ambler, Sarah, B.A. (University of Dayton, 2004), Academic Advisor, College of Health Sciences
- Amellio, Justin, M.F.A. (Virginia Commonwealth University, 2012), Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts
- Ananth, Mahesh, Ph.D. (Bowling Green State University, 2003), Assistant Professor of Philosophy, College of Liberal Arts and Sciences
- Anderson, Burnell B., Ed.S. (University of St. Thomas, 1979), Visiting Lecturer in Elementary Education
- Anderson, Gretchen L., Ph.D. (University of Minnesota, 1987), Chair, Department of Chemistry and Biochemistry and Professor of Chemistry, College of Liberal Arts and Sciences
- Anderson, Sue A., Ph.D. (The University of Arizona, 2012), Assistant Professor, School of Nursing, College of Health Sciences
- Anderson, Tracey A., J.D. (University of Arizona, 1984), Professor of Accounting, School of Business and Economics

- Ayala, Malissa, B.S. (Purdue University, 2009), Assistant Director of Financial Aid and Scholarships, Office of Financial Aid and Student Scholarships, Student Affairs and Enrollment Management

## B

- Badridze, Ketevan, M.M. (Tbilisi State University, 1993), Lecturer in Music, Ernestine M. Raclin School of the Arts
- Baiertl, Kenneth W., Jr., B.S. (University of Wisconsin—LaCrosse, 1978), Director, Communications and Marketing, Public Affairs and University Advancement
- Bailey, Krista, M.S. (Indiana University South Bend, 2011), Assistant Director, Center for a Sustainable Future
- Bakerson, Michelle Ann, Ph.D. (Western Michigan University, 2008), Interim Assistant Vice Chancellor for Academic Affairs; and Assistant Professor of Educational Research, School of Education
- Balmer, Lori Nowicki, M.P.A. (Indiana University South Bend, 2007), Clinical Coordinator and Clinical Lecturer in Medical Imaging Technology, College of Health Sciences
- Balthaser, Benjamin L., Ph.D. (University of California, San Diego, 2010), Assistant Professor of English, College of Liberal Arts and Sciences
- Barrau, Oscar, Ph.D. (University of Pennsylvania, 1995), Chair, World Language Studies; and Associate Professor of Spanish, College of Liberal Arts and Sciences
- Barry, David, Ph.D. (Western Michigan University, 2012), Visiting Assistant Professor of Sociology, College of Liberal Arts and Sciences
- Bauer, Jennifer, S. M.S. (Purdue University, 2003), Visiting Lecturer in Nursing, School of Nursing, College of Health Sciences
- Behrend-Nelson, Christine A., M.S.W. (Indiana University South Bend, 2006), Academic Advisor, School of Education
- Bendy, Susan, B.A. (Indiana University, 1989), Auxiliary Accountant, Auxiliary Support Services
- Bennion-Turba, Elizabeth Anne, Ph.D. (University of Wisconsin, 2001), Associate Professor of Political Science, College of Liberal Arts and Sciences
- Bernth, Dennis, Sergeant, Safety and Security
- Bindroo, Vishal M., Ph.D. (University of Central Florida, 2009), Assistant Professor of Marketing, School of Business and Economics
- Bishop, Marianne Castano S., Ed.D. (Harvard University, 2003), Director, Center for Distance Education
- Blatt, Alex, B.F.A. (DePaul University, 1993), Resident Stage Manager and Equipment Coordinator, Ernestine M. Raclin School of the Arts
- Blouin, David Daniel, Ph.D. (Indiana University, 2008), Assistant Professor of Sociology, College of Liberal Arts and Sciences
- Bloom, Vicki, M.S. (Wayne State University, 1981), Dean, Library and Media Services; and Librarian, Franklin D. Schurz Library
- Bontrager, Sydney Gale, M.S. (Indiana University South Bend, 1999), Lecturer in Social Studies Education, School of Education
- Borlik, Kathleen F., B.A. (Indiana University, 1979), Associate Director, Public Communications, Public Affairs and University Advancement
- Borntrager, Brenda R., M.S. (Indiana University—Purdue University Fort Wayne, 1987), Senior Lecturer in Earth Sciences, College of Liberal Arts and Sciences
- Borshuk, Catherine, Ph.D. (Carleton University, 2000), Director, Women's and Gender Studies Program; and Associate Professor of Psychology, College of Liberal Arts and Sciences
- Botkin, Nancy Carol, M.L.S. (Indiana University South Bend, 1990), Assistant Director, First Year Writing Program; and Senior Lecturer in English, College of Liberal Arts and Sciences
- Bradley, Nuran, M.S. (Indiana University South Bend, 2007), Lecturer in Mathematics, College of Liberal Arts and Sciences
- Brandon, Kristin Snyder, M.S.W. (Indiana University South Bend, 2003), Lecturer in Social Work, College of Health Sciences
- Bridger, M. Ann, M.A. (Indiana University—Purdue University Fort Wayne, 1993), Lecturer in English, College of Liberal Arts and Sciences
- Brittenham, Rebecca, Ph.D. (Rutgers, The State University of New Jersey, 1994), Director, First Year Writing Program; and Associate Professor of English, College of Liberal Arts and Sciences
- Brown, Anne Elizabeth, Ph.D. (Brandeis University, 1984), Professor of Mathematics, College of Liberal Arts and Sciences
- Browning, Gary R., B.G.S. (Indiana University South Bend, 2007), Director, Web Services, University Information Technology Services
- Bruce, Steve T., M.A. (Morehead State University, 1984), Women's Head Basketball Coach, Student Affairs and Enrollment Management
- Bryant, De', Ph.D. (Michigan State University, 1990), Professor of Psychology, College of Liberal Arts and Sciences
- Bryner, Bruce A., B.G.S. (Indiana University South Bend, 2008), Lead Security Analyst, Indiana University Security Office, University Information Technology Services
- Buckman, Cathy M., M.S. (Indiana University South Bend, 1992), Assistant Vice Chancellor for Enrollment Services, Student Affairs and Enrollment Management
- Buckman, Katrina, Tutorial Services Administrator, Academic Centers for Excellence
- Budd, Kristen M., Ph.D. (Purdue University, 2011), Assistant Professor of Criminal Justice, College of Liberal Arts and Sciences
- Bushnell, Peter G., Ph.D. (University of Hawai'i at M#noa, 1988), Professor of Biology, College of Liberal Arts and Sciences
- Bushong, John Edward, M.A. (Western Michigan University, 1975), Lecturer in Special Education, School of Education
- Butchko, Lori A., M.S. (Springfield College, 2003), Student Services Coordinator, Purdue University College of Technology at South Bend

## C

- Cera, Jane, Ph.D. (The Ohio State University, 1998), Assistant Professor of Art Education; and Area Coordinator of Visual Arts, Ernestine M. Raclin School of the Arts
  - Chaney, Joseph R., Ph.D. (University of California, Irvine, 1993), Director, Master of Liberal Studies Program; and Associate Professor of English, College of Liberal Arts and Sciences
  - Chang, Ni, Ed.D. (Vanderbilt University, 1996), Associate Professor of Elementary Education, School of Education
  - Chen, Linda, Ph.D. (University of Massachusetts Amherst, 1988), Interim Associate Vice Chancellor for Academic Affairs and Professor of Political Science, College of Liberal Arts and Sciences
  - Chen, Shanqin, Ph.D. (Brown University, 2005), Assistant Professor of Applied Mathematics, College of Liberal Arts and Sciences
  - Cheng, Xiaoqiang, M.L.S. (University of Texas at Austin, 1995), Head of Library Information Technology, and Associate Librarian, Franklin D. Schurz Library
  - Cheng, Yi, Ph.D. (University of Minnesota, 1992), Associate Chair, Mathematical Sciences; Graduate Director, Applied Mathematics and Computer Science; and Professor of Mathematics, College of Liberal Arts and Sciences
  - Chmielewski, Christine M., M.P.A. (Indiana University South Bend, 2006), Academic Advisor, College of Liberal Arts and Sciences
  - Christopher, Karen J., M.S. (Indiana University, 1987), Assistant Director of General Studies and Academic Counselor, College of Liberal Arts and Sciences
  - Christ, James, A.S. (Southwestern Michigan College, 2001), Applications Support Consultant, University Information Technology Services
  - Church, Beverly J., Senior Director, User Support and Information Technology Communications, University Information Technology Services
  - Clark, Karen B., Ph.D. (Pennsylvania State University, 1993), Interim Dean; and Associate Professor of Special Education, School of Education
  - Clark, Thomas M., Ph.D. (University of California, Irvine, 1994), Associate Professor of Biological Sciences, College of Liberal Arts and Sciences
  - Colanese, Jennifer, M.S. (Indiana State University, 2001), Acting Assistant Professor of Criminal Justice, College of Liberal Arts and Sciences
  - Colborn, James Randall, M.F.A. (Purdue University, 1986), Associate Dean and Associate Professor of Theatre, Ernestine M. Raclin School of the Arts
  - Colborn, Nancy Wootton, M.S. (Indiana University, 1993), Associate Librarian, Franklin D. Schurz Library
  - Cole, Aimee, M.F.A. (Fordia State University, 1991), Lecturer in Theatre, Ernestine M. Raclin School of the Arts
  - Coleman, Catherine E., B.S. (Indiana University South Bend, 1972), Academic Advisor and Counselor, Judd Leighton School of Business and Economics
  - Collins, Jacquelyn Diane, Ph.D. (University of Notre Dame, 1984), Senior Lecturer in English, College of Liberal Arts and Sciences
  - Collins, Louise, Ph.D. (McGill University, 1993), Associate Professor of Philosophy, College of Liberal Arts and Sciences
  - Connor, Peter, M., Ph.D. (Indiana University, 2009), Assistant Professor of Mathematics, College of Liberal Arts and Sciences
  - Conway-Pizaña, Kathleen, Director of Accounting Services, Administrative and Fiscal Affairs
  - Cook, Susan Jo, M.A. (Indiana University South Bend, 1991), Senior Lecturer in Biology, College of Liberal Arts and Sciences
  - Cooper, Jameson Scott, M.M. (Kent State University, 2001), Lecturer in Music, Ernestine M. Raclin School of the Arts
  - Cooper, Scott, M.S. (Alfred University, 2004), Head Men's Basketball Coach and Coordinator of Event Management, Student Affairs and Enrollment Management
  - Cordell, Rosanne Marie, M.L.S. (Indiana University, 1991), Associate Librarian, Franklin D. Schurz Library
  - Costea, Dana, Ph.D. (Lehigh University, 2008), Assistant Professor of Economics, Judd Leighton School of Business and Economics
  - Costello, Mathew C., Ph.D. (Duquesne University, 2006), Assistant Professor of Psychology, College of Liberal Arts and Sciences
  - Cox, Lori, M.S.N. (Indiana University—Purdue University Indianapolis, 2007), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
  - Crabtree, Chad, B.A. (Indiana University South Bend, 1998), Admissions Counselor, Office of Admissions, Student Affairs and Enrollment Management
  - Cress, Susan W., Ed.D. (University of Florida, 1989), Interim Associate Dean and Associate Professor of Early Childhood Education, School of Education
  - Cubelic, Smiljka N., M.S. (Indiana University, 1975), Senior Lecturer in English, College of Liberal Arts and Sciences
  - Curtis, Marvin V., Ed.D. (University of the Pacific, 1990), Dean, and Professor of Music, Ernestine M. Raclin School of the Arts
- D**
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- Darnel, Michael R., Ph.D. (University of Kansas, 1983), Chair, Department of Mathematical Sciences; and Professor of Mathematics, College of Liberal Arts and Sciences
  - Davidson, Glenda Ellen, M.S.N. (Troy State University, 1990), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
  - Davis, Hope Smith, Ed.D. (University of Cincinnati, 2009), Assistant Professor of Secondary/Reading and Literacy, School of Education
  - Davis, John B., M.A. (University of Notre Dame, 1994), Director, Language Resource Center; and Senior Lecturer in Spanish, College of Liberal Arts and Sciences

- DeBrule, Daniel, Ph.D. (The University of Southern Mississippi, 2008), Assistant Professor of Psychology, College of Liberal Arts and Sciences
- DeCamp, Elise, M.A. (Indiana University, 2009), Visiting Lecturer in Anthropology
- DeGeyter, Morris, Lieutenant, Safety and Security
- DeKeyser, Jerry C., B.S. (Indiana University South Bend, 1998), Computer Science Laboratory Supervisor, College of Liberal Arts and Sciences
- Demski, Gary S., M.S. (Valparaiso University, 2005), Executive Director, Athletics and Activities, Student Affairs and Enrollment Management
- Dennie, Rick C., M.P.A. (Indiana University South Bend, 2003), Director, Student Support, Student Affairs and Enrollment Management
- DePoy, Harry J., B.G.S. (Indiana University South Bend, 2011), Systems Support Consultant, University Information Technology Services
- Dielman, Carmen A., M.L.S. (Indiana University South Bend, 20012) Clinical Lecturer in Dental Education, Dental Education, College of Health Sciences
- Dinh, Hang Trung, Ph.D. (University of Connecticut, 2010), Assistant Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
- Dobrzykowski, Teresa Marie, Ph.D. (Indiana University—Purdue University Indianapolis, 1998), Associate Professor of Nursing, School of Nursing, College of Health Sciences
- Doerscher, Kathleen M., B.S.D.H. (Indiana University South Bend, 2009), Clinical Lecturer in Dental Education, Dental Education, College of Health Sciences
- Douglas, David Wood, D.D.S. (Indiana University, 1980), Clinical Assistant Professor of Dental Education, Dental Education, College of Health Sciences
- Douglas, Kenneth A., Ph.D. (University of North Carolina, Greensboro, 2011), Assistant Professor of Music Education, Ernestine M. Raclin School of the Arts
- Drake, Ann, B.S. (Indiana University South Bend, 2008), Learning Disabilities Specialist, Student Affairs and Enrollment Management
- Duce, Geoffrey, D.M.A. (Manhattan School of Music, 2007), Assistant Professor of Music, Ernestine M. Raclin School of the Arts
- Ducoffe, Robert H., Ph.D. (Michigan State University, 1989), Dean, and Professor of Marketing, Judd Leighton School of Business and Economics
- Dunn, Elizabeth E., Ph.D., (University of Illinois at Urbana—Champaign, 1990) Dean, and Professor of History, College of Liberal Arts and Sciences
- Dyczko, Moira, B.A. (Indiana University, 1998), Arts Production Coordinator, Ernestine M. Raclin School of the Arts
- Economakis, Diane Persin, M.A. (University of Notre Dame, 2005), Lecturer in English, College of Liberal Arts and Sciences
- Eggers, Lucas, B.F.A. (Indiana University South Bend, 2007), Manager of Website Content, Communications and Marketing, Public Affairs and University Advancement
- Eggleston, Jane A., M.A. (University of Notre Dame, 1985), Lecturer in English as a New Language, School of Education
- Einspahr, Jennifer L., B.S. (Indiana University South Bend, 2004), Environmental Health and Safety Manager, Safety and Security, Administrative and Fiscal Affairs
- Elliott, Julie Marie-Frank, M.L.S. (Indiana University, 2001), Associate Librarian, Franklin D. Schurz Library
- Ermeti, Sara J., M.S.A. (University of Notre Dame, 1997), Director, Human Resources, Administrative and Fiscal Affairs
- Espahbodi, Reza, Ph.D. (University of Alabama, 1981), Professor of Accounting, Judd Leighton School of Business and Economics
- Evans, Andy, B.G.S. (Indiana University South Bend, 2008), Applications Support Consultant, University Information Technology Services

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**F**

- Feighery, William G., Ph.D. (State University of New York at Buffalo, 1990), Professor of Chemistry, College of Liberal Arts and Sciences
- Fenner, Elmer Julius, Jr., M.S.N. (University of Pittsburgh, 1992), Lecturer in Nursing, School of Nursing, College of Health Sciences
- Finch, Daniel, A.S. (ITT Technical Institute, 1985), Systems Support Consultant, University Information Technology Services
- Fisher, Linda Fleshman, M.L.S. (Western Michigan University, 1979), Associate Librarian, Franklin D. Schurz Library
- Fisher, Linford Daniel, Th.D. (Harvard Divinity School, 2008), Assistant Professor of History, College of Liberal Arts and Sciences
- FitzGerald, Edward, J.D., M.S.W., Interim Director, Master of Social Work Program
- Fletcher, Michael F., Manager, Information Technologies Helpdesk, University Information Technology Services
- Fong-Morgan, Bridget M., Ph.D. (University of Michigan, 1998), Associate Professor of Spanish, World Language Studies, College of Liberal Arts and Sciences
- Fox, Constance J., M.S. (Northwestern University, 1980), Chemistry Laboratory Supervisor, College of Liberal Arts and Sciences
- Fox, Mark A., Ph.D. (University of Canterbury, 1996), Area Chair, Management; and Professor of Management and Entrepreneurship, Judd Leighton School of Business and Economics
- Franz, Michael R., M.S. (Western Michigan University, 2004), Biology Laboratory Supervisor, College of Liberal Arts and Sciences
- Freitas, David J., Ed.D. (Boston University, 1983), Professor of Education, School of Education

## Resident Faculty | Librarians | Administrative Staff | E-H

All tenure track faculty are graduate faculty

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**E**

- Eberhart, Kelly, B.S. (Bethel College, 2010), Assistant Director of Alumni Affairs

- Frische-Mouri, Shanna, B.A. (Purdue University-West Lafayette, 2011), Student Services Coordinator, Purdue University College of Technology at South Bend
- Froyland, Hayley Susan, Ph.D. (University of Virginia, 2002), Associate Professor of History, College of Liberal Arts and Sciences
- Fujita, Frank, Ph.D. (University of Illinois at Urbana—Champaign, 1994), Professor of Psychology, College of Liberal Arts and Sciences

## G

- Gallagher, John R., Ph.D. (The University of Texas at Arlington, 2012), Assistant Professor of Master's of Social Work, College of Health Sciences
- Gerencser, Steven A., Ph.D. (University of Minnesota, 1996), Director, Master of Public Affairs; Chair and Associate Professor of Political Science, College of Liberal Arts and Sciences
- Gerken, Christina, Ph.D. (Bowling Green State University, 2007), Assistant Professor of Women's Studies, College of Liberal Arts and Sciences
- Gersey, Martin L., M.P.A. (Indiana University South Bend, 1990), Chief of Police, Safety and Security
- Gillen, Kevin M., M.A. (Ball State University, 2003), Senior Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
- Gilroy, Janet N., M.S. (The University of Scranton, 1988), Coordinator of Nursing Student Services, College of Health Sciences
- Gindele, Karen Clarkson, Ph.D. (Brown University, 1992), Associate Professor of English, College of Liberal Arts and Sciences
- Goehring, Tiffany M., B.A. (Indiana University South Bend, 2004), Manager of Publications and Graphic Design, Public Affairs and University Advancement
- Grant, Otis, J.D. (University of Connecticut, 1997), Associate Professor of Law and Society, College of Liberal Arts and Sciences
- Grayson, Michael, D.B.A. (Louisiana Tech University, 2001), Visiting Associate Professor of Accounting, Judd Leighton School of Business and Economics
- Green, Yoshiko, M.S. (Indiana University South Bend, 1999), Senior Lecturer in Japanese, College of Liberal Arts and Sciences
- Grens, Ann M., Ph.D. (University of California San Diego, 1989), Associate Professor of Developmental Biology, College of Liberal Arts and Sciences
- Gressick, Julia Ann, Ph.D. (University of Wisconsin-Madison, 2012), Assistant Professor of Instructional Technology, School of Education
- Guan, Zhong, Ph.D. (University of Toledo, 2001), Associate Professor of Statistics, College of Liberal Arts and Sciences
- Hall, Leda McIntyre, Ph.D. (Wayne State University, 1984), Director, Institute for Applied Community Research; and Associate Professor of Management, Judd Leighton School of Business and Economics
- Hanson, Timothy Phillip, M.F.A. (University of Nevada, Las Vegas, 1993), Area Coordinator of Theatre and Dance and Associate Professor of Theatre, Ernestine M. Raclin School of the Arts
- Harding, Gene, M.S.E.E (Rose-Hulman Institute of Technology, 1989), Associate Professor of Electrical and Computer Engineering Technology, Purdue University College of Technology
- Harness, Teri A., Executive Assistant to the Chancellor, Office of the Chancellor
- Harris, Dina S., M.Ed. (Boston University, 1976), Director, Development, Public Affairs and University Advancement
- Hartman, Rebecca S., B.S. (Indiana University South Bend, 1988), Manager, Student Computer Laboratories, University Information Technology Services
- Hasse, James J., Ph.D. (Purdue University, 1979), Director, Disabled Student Services, Student Affairs and Enrollment Management
- Hawkins, Gary R., M.A. (Ball State University, 1980), Lecturer, Judd Leighton School of Business and Economics
- He, Chu, Ph.D. (University of Miami, 2009), Assistant Professor of English, College of Liberal Arts and Sciences
- Hebert, Catherine Colleen, M.A. (Western Michigan University, 2007), Lecturer in Spanish, College of Liberal Arts and Sciences
- Hebert, Terri, Ed.D. (Stephen F. Austin State University, 2006), Assistant Professor of Elementary Education, School of Education
- Heck, Marsha L., Ed.D. (University of North Carolina at Chapel Hill, 1991), Associate Professor of Secondary Education, School of Education
- Heidemann, Virginia, Ed.D. (The University of Texas at El Paso, 2010), Director, Academic Centers for Excellence
- Henry, Patricia Rose, Ph.D. (Indiana University—Purdue University Indianapolis, 1999), Associate Professor of Nursing, School of Nursing, College of Health Sciences
- Hernando, Julio F., Ph.D. (Washington University in St. Louis, 2005), Assistant Professor of Spanish, College of Liberal Arts and Sciences
- Hine-Johnson, Carolyn, Ed.D. (Temple University, 1999), Assistant Professor of Dance, Ernestine M. Raclin School of the Arts
- Hinnefeld, Jerry, Ph.D. (University of Notre Dame, 1987), Professor of Physics, College of Liberal Arts and Sciences
- Hittle, Vonda Joan, M.S. (Indiana University, 1969), Lecturer in English, College of Liberal Arts and Sciences
- Holcombe, Michael L., M.S. (Montana State University, 1968), Associate Professor of Electrical and Computer Engineering Technology, Purdue University College of Technology

## H

- Haase, Joseph, B.A. (Indiana University, 1990), Instructional Media Consultant, University Information Technology Services
- Hakimzadeh, Hossein, Ph.D. (North Dakota State University, 1993), Associate Chair, Computer and Information Sciences; Director, Informatics; and Associate Professor of Computer Science, College of Liberal Arts and Sciences

- Holloway, Matthew, M.S. (Oakland University, 1989), Visiting Lecturer in Computer and Information Sciences, College of Liberal Arts and Sciences
- Holm, Daniel T., Ph.D. (University of Arizona, 1993), Associate Professor of Elementary Education, School of Education
- Hong, Gihoon, Ph.D. (University of Virginia, 2010), Assistant Professor of Economics, Judd Leighton School of Business and Economics
- Horter, Amanda, M.Ed. (Grand Valley State University, 2009), Academic Advisor, College of Liberal Arts and Sciences
- Hosterman, Alec R., M.A. (Ball State University, 1997), Senior Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
- Hottois, Sean, M.F.A. (Fort Hays State University, 2005), Assistant Professor of New Media (INMS), Ernestine M. Raclin School of the Arts
- Houston, Judy B., B.Sc. (Indiana Institute of Technology, 2006), Associate Bursar, Office of the Bursar, Administrative and Fiscal Affairs
- Howard, James Henry, M.S.Ed. (Indiana University South Bend, 2001), Director, Radiography; and Clinical Assistant Professor of Radiography, College of Health Sciences
- Hubbard, Richard W., Ph.D. (University of Notre Dame, 1979), Associate Professor of Psychology, College of Liberal Arts and Sciences
- Huff, Angela, Library Business Operations Manager, Franklin D. Schurz Library
- Hurst, James, Ph.D. (University of Florida, 1994), Director, Student Counseling Center, Student Affairs and Enrollment Management; and Clinical Assistant Professor of Counseling and Human Services, School of Education
- Jones, Sharon Marie, Ph.D. (Loyola University Chicago, 2012), Assistant Professor of Nursing, School of Nursing, College of Health Sciences
- Joyce, Samantha N., Ph.D. (The University of Iowa, 2010), Assistant Professor of Mass Communication, Ernestine M. Raclin School of the Arts
- Juricevic, Igor, Ph.D. (University of Toronto, 2006), Assistant Professor of Psychology, College of Liberal Arts and Sciences

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**K**

- Kahan, Lee Frederick, Ph.D. (University at Buffalo, The State University of New York, 2006), Director, Graduate Program in English; and Assistant Professor of English, College of Liberal Arts and Sciences
- Karakatsanis, Neovi M., Ph.D. (The Ohio State University, 1996), Professor of Political Science, College of Liberal Arts and Sciences
- Keeler, William, B.S. (University, year), Computer Science Laboratory Supervisor, College of Liberal Arts and Sciences
- Keen, Mike F., Ph.D. (University of Notre Dame, 1985), Director, Center for a Sustainable Future; and Professor of Sociology, College of Liberal Arts and Sciences
- Keith, Barbara Joan, M.S.N. (Indiana University—Purdue University Indianapolis, 1986), Lecturer in Nursing, School of Nursing, College of Health Sciences
- Kenagy, Robert T., J.D. (The College of William and Mary in Virginia, 1977), Assistant Professor of Business Law, Judd Leighton School of Business and Economics
- Kennedy, Maureen, B.S. (Indiana University, 1991), Interlibrary Loan Supervisor, Franklin D. Schurz Library
- Kern, Beth Burchfield, Ph.D. (Indiana University, 1986), Associate Professor of Accounting, Judd Leighton School of Business and Economics
- Kern, Gary Michael, Ph.D. (Indiana University, 1985), Associate Professor of Decision Sciences, Judd Leighton School of Business and Economics
- Kohli, Raj K., D.B.A. (Mississippi State University, 1990), Professor of Finance, Judd Leighton School of Business and Economics
- Krouse, Andrew, B.S. (university, year), Assistant Director of Facilities Management, Administrative and Fiscal Affairs
- Kwong, Wing Yee Vincci, M.S. (University of Illinois at Urbana—Champaign, 2005), Assistant Librarian of Reference and Instruction, and Coordinator of Web Services, Franklin D. Schurz Library

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**L**

- Ladd, Kevin L., Ph.D. (University of Denver, 2000), Associate Professor of Psychology, College of Liberal Arts and Sciences
- Lambert, Larry Lee, Ph.D. (Indiana University, 2001), Associate Professor of Communication Arts, Ernestine M. Raclin School of the Arts
- Lanciotti, Frances L., A.A. (Edison Community College, 1994), Budget Analyst, Accounting Services, Administrative and Fiscal Affairs

## Resident Faculty | Librarians | Administrative Staff | I-L

All tenure track faculty are graduate faculty

---

**I**

- Imes, Sharon Kay, M.S.N. (Indiana University—Purdue University Indianapolis, 1994), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences

---

**J**

- Jackson, Patricia Lynne, D.N.P. (University of Southern Indiana, 2011), Clinical Assistant Professor of Nursing, School of Nursing, College of Health Sciences
- Johnson, Tamika, Student Services Support Specialist and International Admissions Officer, Student Affairs and Enrollment Management
- Johnston, Jeff M., M.P.A. (Indiana University South Bend, 2009), Registrar, Office of the Registrar, Student Affairs and Enrollment Management
- Jones, Heather S., M.L.S. (Indiana University South Bend, 2007), Visiting Lecturer in French, College of Liberal Arts and Sciences
- Jones, Jonathan, B.S. (Bethel College, 2007), Recruitment/Retention Counselor, Student Affairs and Enrollment Management

- Lang, Cynthia, Associate Director, Financial Aid and Student Scholarships, Student Affairs and Enrollment Management
- Langel, Theresa A., A.B. (Indiana University South Bend, 1971), Assistant Registrar, Office of the Registrar, Student Affairs and Enrollment Management
- Langston, Joel B., B.A. (University of Southern Maine, 2007), Multimedia Consultant, Instructional Media Services, University Information Technology Services
- Larkin, Alan J., M.F.A. (Pennsylvania State University, 1977), Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts
- Lard, Casey, M.F.A. (Tulane University, 2010), Lecturer in Painting and Drawing, Ernestine M. Raclin School of the Arts
- Larrier, Yvonne Ingrid, Ph.D. (Capella University, 2006), Assistant Professor of Counseling and Human Services, School of Education
- Lasater, John Michael, Ph.D. (Syracuse University, 1992), Area Coordinator, Integrated New Media Studies; and Professor of Mass Communications, Ernestine M. Raclin School of the Arts
- Leach, Sarah E., M.S. (University of Notre Dame, 1995), Associate Professor of Mechanical Engineering Technology, Purdue University College of Technology
- Lee, David Dodd, M.F.A. (Western Michigan University, 1993), Visiting Assistant Professor of English
- Lee, Monle, D.B.A., (Memphis State University, 1986), Area Chair and Professor of Marketing, Judd Leighton School of Business and Economics
- Lee, Susan, J.D. (Indiana University, 1986), Director of Affirmative Action and Campus Diversity, Student Affairs and Enrollment Management
- Lemanski, Diane, B.S.D.H. (University of Michigan, 2012), Visiting lecturer in Dental Education, College of Health Sciences.
- Lemp, Cynthia J., M.S.W. (Washington University in St. Louis, 1986), Lecturer in Social Work, School of Social Work, College of Health Sciences
- Levine, Ilan, Ph.D. (Purdue University, 1995), Professor of Physics and Astronomy, College of Liberal Arts and Sciences
- Lewandowski, Judith L., Ph.D. (Purdue University, 2002), Associate Professor of Instructional Technology, School of Education
- Li, Si-Yan Darren, M.M. (Johns Hopkins University, 2008), Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
- Lidinsky, April, Ph.D. (Rutgers, The State University of New Jersey, 2000), Associate Professor of Women's Studies, College of Liberal Arts and Sciences
- Limbert, Thomas, Ph.D. (Duke University, 2010), Visiting Assistant Professor of Music, Ernestine M. Raclin School of the Arts
- Linton, Jeremy Michael, Ph.D. (Western Michigan University, 2003), Associate Professor of Counseling and Human Services, School of Education
- Liu, Nan, Ph.D. (Georgia State University, 2011), Assistant Professor of Accounting, Judd Leighton School of Business and Economics
- Loop-Miller, Jennifer, M.S.N. (Indiana Wesleyan University, 2010), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
- Lu, Xing, Ph.D. (University of Alabama, 2011), Assistant Professor of Finance, Judd Leighton School of Business and Economics
- Lucal, Elisabeth M., Ph.D. (Kent State University, 1996), Professor of Sociology, College of Liberal Arts and Sciences
- Lucas, Linda, B.S. (University of Florida, 1976), Bursar, Office of the Bursar, Administrative and Fiscal Affairs
- Luppes, Jeffrey, Ph.D. (University of Michigan, 2010), Assistant Professor of German, College of Liberal Arts and Sciences
- Lynker, Monika, Ph.D. (University of Texas at Austin, 1990), Professor of Physics and Astronomy, College of Liberal Arts and Sciences
- Lynn, Marvin, Ph.D. (University of California Los Angeles, 2001), Dean of the School of Education; and Professor of Education, School of Education

## Resident Faculty | Librarians | Administrative Staff | M-P

All tenure track faculty are graduate faculty

### M

- Magnan-Park, Anne Celine, Ph.D. (Université Rennes 2, 2002), Assistant Professor of English, College of Liberal Arts and Sciences
- Makielski, Marta Pinnyei, M.N. (University of California, Los Angeles, 1982), Director, Bachelor of Science in Nursing Program; and Clinical Assistant Professor of Nursing, School of Nursing, College of Health Sciences
- Mandishona, Tanyaradzwa, M.B.A. (William Carey University, 2012), Residence Coordinator, Housing and Residence Life, Student Affairs and Enrollment Management
- Marmorino, Matthew G., Ph.D. (Virginia Polytechnic Institute and State University, 1999), Associate Professor of Chemistry, College of Liberal Arts and Sciences
- Marr, Deborah Lynn, Ph.D. (Indiana University, 1997), Associate Professor of Biology, College of Liberal Arts and Sciences
- Martinez, Katie Willison, M.A. (Vanderbilt University, 2010), Visiting Lecturer in Spanish, College of Liberal Arts and Sciences
- Martinez, Tami K., M.A. (Andrews University, 2010), Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
- Massat, Carol Rippey, Ph.D. (University of Illinois at Urbana—Champaign, 1992), Professor of Master's of Social Work, College of Health Sciences
- Mattox, Jake Dennis, Ph.D. (University of California San Diego, 2007), Assistant Professor of English, College of Liberal Arts and Sciences
- Mayrose, John Spear, Ph.D. (Duke University, 2006), Assistant Professor of Music Theory, Ernestine M. Raclin School of the Arts

- McCormack, Jessica, D.M.A. (University of North Texas, 2009), Assistant Professor of Voice, Ernestine M. Raclin School of the Arts
  - McDonald, Bruce D. III, Ph.D. (Florida State University, 2011), Assistant Professor of Public Administration, College of Liberal Arts and Sciences
  - McGill, Alicia, Ph.D. (Indiana University, 2012), Visiting Assistant Professor of Anthropology
  - McGoran, Frank, Ed.D. (University of Cincinnati, 2010), Assistant Professor of Elementary Education
  - McGraw, Anne D., B.A. (Indiana University, 1974) Major Gifts Manager, Public Affairs and University Advancement
  - McGuire, Gail M., Ph.D. (Ohio State University, 1997), Chair, Department of Sociology and Anthropology; and Associate Professor of Sociology, College of Liberal Arts and Sciences
  - McInerney, Kimberly, M.N.A. (University of Notre Dame, 2010), Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
  - McIntosh, John L., Ph.D. (University of Notre Dame, 1980), Interim Executive Vice Chancellor for Academic Affairs; and Professor of Psychology, College of Liberal Arts and Sciences
  - McLister, James Douglas, Ph.D. (University of California, Irvine, 2000), Associate Professor of Biological Sciences, College of Liberal Arts and Sciences
  - McMillen, Douglas, Ph.D. (Purdue University, 1993), Interim Dean, College of Health Sciences; and Associate Professor of Chemistry, College of Liberal Arts and Sciences
  - Mecklenburg, Kirk L., Ph.D. (The Ohio State University, 1987), Associate Professor of Biology, College of Liberal Arts and Sciences
  - Mehran, Jamshid, Ph.D. (University of Arkansas, 1983), Area Chair and Professor of Finance, School of Business and Economics
  - Meisami, Alex, Ph.D. (The University of Texas at San Antonio, 2010), Assistant Professor of Finance, School of Business and Economics
  - Mendez-Rodriguez, Maria Jose, Ph.D. (New Mexico State University, 2009), Assistant Professor of Management, School of Business and Economics
  - Mettetal, Gwendolyn Wallace, Ph.D. (University of Illinois at Urbana—Champaign, 1982), Professor of Psychology, College of Liberal Arts and Sciences; and Professor of Educational Psychology, School of Education
  - Metzger, Jean M., B.S. (Indiana University South Bend, 1974), Director, Alumni Affairs and Campus Ceremonies, Public Affairs and University Advancement
  - Meyer-Lee, Robert John, Ph.D. (Yale University, 2001), Associate Professor of English, College of Liberal Arts and Sciences
  - Michaels, Clayton Todd, M.A. (The University of New Mexico, 2005), Lecturer in English, College of Liberal Arts and Sciences
  - Mikulak, Phillip M., B.A., B.S. (Indiana University South Bend, 1983, 1993), Director of Telecommunications and Manager System Security, University Information Technology Services
  - Miller, Katherine, B.G.S. (Indiana University South Bend, 2006), Financial Aid Administrator and Data Specialist, Office of Financial Aid and Student Scholarships, Student Affairs and Enrollment Management
  - Mishler, Paul C., Ph.D. (Boston University, 1988), Associate Professor of Labor Studies, Labor Studies Program
  - Mociulski, Barbara Ruth, M.D. (Indiana University, 1981), Lecturer in New Media, Ernestine M. Raclin School of the Arts
  - Monsma, Ronald W., B.A., (Indiana University South Bend, 1984), Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts
  - Moore, Kimberly F., B.G.S. (Indiana University South Bend, 2008), Internship/Employer Counselor, Career Services, Student Affairs and Enrollment Management
  - Moore, Susan Leigh, M.F.A. (Washington University in St. Louis, 2003), Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts
  - Morgan-Dufour, Michele L., B.A. (Indiana University, 1977), Manager of Outreach and Administrative Services, Ernestine M. Raclin School of the Arts
  - Muna, Grace W., Ph.D. (Michigan State University, 2005), Assistant Professor of Chemistry, College of Liberal Arts and Sciences
  - Muñiz, Jorge, D.M.A. (Manhattan School of Music, 2004), Director, Graduate Studies in the Arts; and Assistant Professor of Music, Ernestine M. Raclin School of the Arts
  - Murphy, Jacob Paul, M.M. (Kent State University, 2000), Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
  - Murphy-Wardlow, Cynthia A., B.A. (Goshen College, 1991), Recruitment/Retention Counselor, Office of Multicultural Enhancement, Student Affairs and Enrollment Management
- N**
- 
- Nair, Murlidharan T., Ph.D. (University of Pune, India, 1996), Associate Professor of Biology/Bioinformatics, College of Liberal Arts and Sciences
  - Nashel, Jonathan D., Ph.D. (Rutgers, The State University of New Jersey, 1994), Chair and Associate Professor of History, College of Liberal Arts and Sciences; and Director, Honors Program
  - Natella, Dora C., M.F.A. (Western Michigan University, 1986), Associate Professor of Fine Arts, Ernestine M. Raclin School of the Arts
  - Nelson, Firm Faith, M.Sc. (Southern Illinois University, 2007), Instructional Designer, University Center for Excellent in Teaching, Student Affairs and Enrollment Management
  - Nichols-Boyle, Shawn Frances, Ph.D. (University College Dublin, 2008), Acting Director, English as a Second Language Program; and Lecturer in English, College of Liberal Arts and Sciences
  - Nicholson, Michael, J.D., (University of Michigan, 1977), Associate Professor of Labor Studies, Labor Studies Program
  - Nielsen, Micheline C., Ph.D. (University of Delaware, 2003), Associate Professor of Art History, Ernestine M. Raclin School of the Arts

- Nirei, Yosuke, Ph.D. (University of California, Berkeley, 2004), Assistant Professor of History, College of Liberal Arts and Sciences
- Nurenberg, Mary E., B.A. (University of Missouri, St. Louis, 1972), Coordinator of Student Services, College of Liberal Arts and Sciences

## O

- Obata, Yuri, Ph.D. (University of Colorado, 2005), Assistant Professor of Communication Arts, Ernestine M. Raclin School of the Arts
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- Ochoa-Villicana, Maria G., M.A. (University of Notre Dame, 2011), Visiting Lecturer in Spanish, College of Liberal Arts and Sciences
- O'Donnell, William J., M.B.A. (University of Nevada, Reno, 2003), Vice Chancellor for Administrative and Fiscal Affairs
- Oehlwein, Loni Marie, B.A. (University of Illinois Springfield, 2000), Assistant Director of Student Housing, Housing and Residence Life, Student Affairs and Enrollment Management
- Ogden, David E., M.S. (Indiana University South Bend, 1988), Administrative Operations Manager, School of Education
- Okrah, Kwadwo A., Ph.D. (Ohio University, 1999), Associate Professor of Secondary Education, School of Education
- Oldenburg, Shanon Patricia, M.A. (Ball State University, 1998), Lecturer in Biology, College of Liberal Arts and Sciences
- Opasik, Scott Arthur, M.L.S. (Indiana University South Bend, 1995), Associate Librarian, Franklin D. Schurz Library
- Ortiz, Mario, Ph.D. (Loyola University Chicago, 2001), Dean of the College of Health Sciences; and Professor of Nursing
- Pathak, Bhavik Kapilbhai, Ph.D. (University of Connecticut, 2006), Assistant Professor of Decision Sciences, School of Business and Economics
- Paulk, Kyle J., Senior Classroom Technology Consultant, University Information Technology Services
- Pawlosky, Amy, M.S. (Indiana State University, 2001), Instructional Technology Specialist, University Center for Excellence in Teaching
- Peek, Sandra E., B.A. (Bethel College, 2006), Lecturer in Dental Education, Dental Education, College of Health Sciences
- Perusich, Karl, Ph.D. (Carnegie Mellon University, 1985), Associate Professor of Electrical Engineering Technology, Purdue University College of Technology
- Peterson-Miller, Constance O., M.L.S. (Indiana University South Bend, 2008), Director of Admissions and International Student Services, Student Affairs and Enrollment Management
- Pfeifer, Charlotte D., M.P.A. (Indiana University South Bend, 1981), Director, Judicial Affairs, Student Affairs and Enrollment Management; and Adjunct Lecturer in Women's and Gender Studies, College of Liberal Arts and Sciences
- Piller, John, M.S. (Purdue University, 2005), Continuing Lecturer, Purdue University College of Technology
- Pizaña, Kathleen, B.B.A. (Davenport University, 1992), Director, Accounting Services, Administrative and Fiscal Affairs
- Plennert, Nancy A., B.G.S. (Indiana University South Bend, 2000), Manager of Academic Affairs Office, Academic Affairs
- Plodowski, Katherin J., B.S. (Indiana University South Bend, 1995), Library Circulation Supervisor, Franklin D. Schurz Library
- Popescu, Gabriel, Ph.D. (Florida State University, 2006), Associate Professor of Geography, College of Liberal Arts and Sciences
- Prater, Michael A., B.S. (Purdue University, 1984), Director, Facilities Management, Administrative and Fiscal Affairs

## P

- Palmateer, Joyce M., M.S.N. (Rush University, 2004), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
- Pandori, Donna M., B.S. (Indiana University South Bend, 1991), Institutional Research Analyst, Office of the Chancellor
- Pankow, John Robert, M.S. (Indiana University South Bend, 1996), Lecturer in Mathematical Sciences, College of Liberal Arts and Sciences
- Pant, Anurag Basant, Ph.D. (The University of Kansas, 2006), Assistant Professor of Marketing, School of Business and Economics
- Paris, Nancy J., M.S. (Indiana University South Bend, 1979), Senior Lecturer in English, College of Liberal Arts and Sciences
- Park, Inseung, M.F.A. (University of Texas at Austin, 2005), Associate Professor of Theatre, Ernestine M. Raclin School of the Arts
- Parker, Kelcey Celia, Ph.D. (University of Cincinnati, 2006), Associate Professor of English, College of Liberal Arts and Sciences
- Parker, Kimberly J., M.L.S. (Indiana University, 1995), Supervisor of the Learning Resource Center, Franklin D. Schurz Library

## Resident Faculty | Librarians | Administrative Staff | Q-T

All tenure track faculty are graduate faculty

## Q

- Qian, Yilei, Ph.D. (Ohio State University, 1997), Associate Professor of Microbiology, College of Liberal Arts and Sciences
- Quimby, Kristyn R., M.L.S. (Indiana University South Bend, 2010), Director and Clinical Lecturer in Dental Education, Dental Education, College of Health Sciences
- Quinton, E. George, A.S. (Indiana University, 1979), Hardware Support Consultant, University Information Technology Services

## R

- Ramis, Anna Gabriela, Ph.D. (University of Washington, 2012), Lecturer in Spanish, College of Liberal Arts and Sciences

- Ramsey, Marilynne J. F., Ph.D. (University of Denver, 2004), Assistant Professor of Social Work, College of Health Sciences
- Randall, Theodore Wesley, Ph.D. (University of Kentucky, 2006), Assistant Professor of Anthropology, College of Liberal Arts and Sciences
- Rankin, Rebecca L., B.S. (Indiana University South Bend, 1995), Fiscal Officer, Facilities Management, Administrative and Fiscal Affairs
- Reck, Una Mae, Ed.D. (University of North Carolina at Greensboro, 1978), Chancellor Emerita and Professor of Education, School of Education
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- Resler, Jason, M.F.A. (University of Minnesota, 2009), Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts
- Ritchie, Kathy Lynn, Ph.D. (University of Texas at Austin, 1992), Associate Professor of Psychology, College of Liberal Arts and Sciences
- Rodriguez, P. Dennis, Ph.D. (University of South Carolina, 2004), Chair and Associate Professor of Psychology, College of Liberal Arts and Sciences
- Roth, Elaine, Ph.D. (University of Oregon, 1999), Chair and Associate Professor of English, College of Liberal Arts and Sciences
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- Management, Judd Leighton School of Business and Economics
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- Schroeder, Mark Paul, M.S. (Indiana University South Bend, 2006), Lecturer of Decision Sciences, Judd Leighton School of Business and Economics
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- Scott, Henry Philip, Ph.D. (University of California, Santa Cruz, 2001), Chair, Department of Physics and Astronomy, and Associate Professor of Physics, College of Liberal Arts and Sciences
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- Shan, Feng, M.S. (University of Illinois, 1994), Associate Librarian, Franklin D. Schurz Library
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- Sheffer, Ilene G., Ed.D. (Western Michigan University, 1979), Vice Chancellor for Public Affairs and University Advancement
- Shepherd, Terry Lynn, Ed.D. (Ball State University, 1998), Department Head of Professional Educational Services, and Associate Professor of Special Education, School of Education
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- Shlapentokh, Dmitry V., Ph.D. (The University of Chicago, 1988), Associate Professor of History, College of Liberal Arts and Sciences
- Shockey, Richard Matthew, Ph.D. (The University of Chicago, 2004), Assistant Professor of Philosophy, College of Liberal Arts and Sciences
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## S

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- Sanders, Darrell L., M.S.Ed. (Indiana University South Bend, 1992), Education Academic Counselor, School of Education
- Sanders, Michael D., M.S. (Purdue University, 1980), Director, Purdue University College of Technology
- Savvopoulou, Anna K., Ph.D. (The State University of New York, Albany, 2009), Assistant Professor of Mathematics, College of Liberal Arts and Sciences
- Scheessele, Michael R., Ph.D. (Purdue University, 2001), Associate Professor of Computer Science and Psychology, College of Liberal Arts and Sciences
- Schimmrigk, Rolf K., Ph.D. (University of Texas at Austin, 1989), Associate Professor of Physics, College of Liberal Arts and Sciences
- Schjoedt, Leon, Ph.D. (University of Colorado Boulder, 2002), Associate Professor of

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  - Smith, James M., Ph.D. (University of Illinois at Chicago, 2010), Assistant Professor of Political Science, College of Liberal Arts and Sciences
  - Smith, Katrina A., B.F.A. (Indiana University South Bend, 2007), Graphic Designer, Public Affairs and University Advancement
  - Smith, Kenneth A., Ph.D. (University of Iowa, 1992), Associate Professor of English, College of Liberal Arts and Sciences
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  - Solymosi, Dorothea A., B.S. (Indiana University South Bend, 1999), Coordinator of Computer Training, University Information Technology Services
  - Song, Yu, Ph.D. (Tulane University, 1991), Associate Professor of Mathematics, College of Liberal Arts and Sciences
  - Souther, Eric, M.F.A (Alfred University, 2011), Assistant Professor of New Media and Informatics; Assistant Professor of New Media, The Ernestine M. Raclin School of the Arts
  - Sovereign, Nancy Rae, M.A.A.P.S. (Eastern Michigan University, 2005), Lecturer in Labor Studies, Labor Studies Program
  - Spitzer, Bruce Alan, Ed.D. (Oklahoma State University, 2004), Department Head for Secondary Education and Foundations of Education, and Associate Professor of Instructional Technology, School of Education
  - Sprunger, Daniel T., B.A. (Indiana University, 1979), Coordinator of Data Network Infrastructure and Hardware, University Information Technology Services
  - Stahl, Jeffrey, B.S. (Indiana University South Bend, 1992), Senior Manager, Systems Administration, University Information Technology Systems
  - Stankrauff, Alison Harper, M.L.S. (Wayne State University, 2002), Assistant Librarian Archivist/ Reference and Instruction, Franklin D. Schurz Library
  - Stears, Heather. M.S.N. (Michigan State University, 2009), Visiting Lecturer in Nursing, School of Nursing, College of Health Sciences
  - Stetler, Karl A., Manager of Custodial Services and Housing, Facilities Management, Administrative and Fiscal Affairs
  - Streby, R. Lee, M.A. (New York University, 2001), Grant Writer, Academic Affairs
  - Strittmatter, Scott D., B.A.A. (Central Michigan University, 1998), Director, Student Life, Student Affairs and Enrollment Management
  - Cheryl Stuart, B.S. (Indiana University Purdue University Indianapolis, 2008), Financial Aid Administrator, Student Affairs and Enrollment Management
  - Sullivan, Kathleen, Ph.D. (University of Notre Dame, 1987), Lecturer in Learning Strategies Specialist, School of Education and Student Affairs
  - Suphal, Phillip, Assistant to Manager, Student Computer Labs, University Information Technology Services
  - Surma, David R., Ph.D. (University of Notre Dame, 1998), Chair, Department of Computer and Information Sciences; and Associate Professor of Computer Science, College of Liberal Arts and Sciences
  - Sykes, Jason A., B.S. (Manchester College, 2000), Audio Visual Consultant, Instructional Media Services, University Information Technology Services
  - Sylvester, Rachael Miriah, M.A. (Eastern Michigan University, 2001), Senior Lecturer in Communication Arts, Ernestine M. Raclin School of the Arts
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- T**
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- Takanashi, Kyoko, Ph.D. (Indiana University, 2011), Assistant Professor of English, College of Liberal Arts and Sciences
  - Talcott, Laura Sue, M.A. (Indiana University South Bend, 2001), Senior Lecturer in Psychology, College of Liberal Arts and Sciences
  - Tesfamariam, Biniam, Ph.D. (New Mexico State University, 2011), Academic Affairs Institutional Research and Effectiveness Officer, Academic Affairs
  - Tetzlaff, Monica Maria, Ph.D. (University of Pennsylvania, 1995), Associate Professor of History, College of Liberal Arts and Sciences
  - Thomas, Barbara Marie, Ed.D. (Ball State University, 2010), Interim Department Head, Elementary Education; and Assistant Professor of Elementary Education, School of Education
  - Thornburg, Meagan, M.S. (Indiana State University, 2008), Career Counselor, Student Affairs and Enrollment Management
  - Thomas, Susan Elaine, M.L.S. (Indiana University, 1999), Head of Collection Development, and Associate Librarian, Franklin D. Schurz Library
  - Toradze, Alexander David, D.Pgrd. (Moscow Conservatoire, 1975), Professor of Music, Ernestine M. Raclin School of the Arts
  - Torstrick, Rebecca Lee, Ph.D. (Washington University, 1993), Assistant Vice President, Regional Affairs and University Academic Planning; Professor of Anthropology, College of Liberal Arts and Sciences
  - Trottier, Tracey A., Ph.D. (University of Central Florida, 2005), Assistant Professor of Political Science, College of Liberal Arts and Sciences
- 
- Resident Faculty | Librarians |  
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- All tenure track faculty are graduate faculty**
- V**
- 
- Vaidyanathan, Ganesan, Ph.D. (Tulane University, 1989), Associate Professor of Decision Sciences, Judd Leighton School of Business and Economics
  - Vajiac, Mihaela Ileana, M.S. (University of Notre Dame, 2004), Senior Lecturer in Mathematics, College of Liberal Arts and Sciences

- Valencia, Vicar, Ph.D. (University of Melbourne, 2009), Assistant Professor of Economics, Judd Leighton School of Business and Economics
- VanderVeen, James Michael, Ph.D. (Indiana University, 2006), Associate Professor of Anthropology, College of Liberal Arts and Sciences
- Van Gordon, Elizabeth, Regional Campus Chief Information Officer, University Information Technology Services
- Vargas, Luis Enrique, M.A. (Miami University, 1999), Lecturer in Music, Ernestine M. Raclin School of the Arts
- Vargo, Karen E., B.S. (Indiana University South Bend, 1981), Director, Fiscal Affairs, Accounting Services, Administrative and Fiscal Affairs
- Violi, Mary Anna C., M.A. (Indiana University, 1981), Director, Advance College Project, College of Liberal Arts and Sciences
- Vollrath, David A., Ph.D. (University of Illinois at Urbana—Champaign, 1984), Professor of Management, Judd Leighton School of Business and Economics
- Vrajitoru, Dana, Sc.D. (University of Neuchatel, 1997), Associate Professor of Computer Science, College of Liberal Arts and Sciences
- Vukovits, Cynthia M., M.S. (Indiana University South Bend, 1988), Academic Advisor, College of Liberal Arts and Sciences

## W

- Wahler, Elizabeth A., (University of Kentucky, 2012), Assistant Professor of Master's of Social Work, College of Health Sciences
- Walker, Heidi Marie, B.A. (Eckerd College, 1995), Clinical Coordinator and Clinical Lecturer in Radiography, College of Health Sciences
- Walker, Lesley Heins, Ph.D. (University of Minnesota, 1996), Professor of French, College of Liberal Arts and Sciences
- Wallace, Kayla, B.S. (Indiana University South Bend, 2011), Admissions Counselor-Transfer Students, Student Affairs and Enrollment Management
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- Walton, Andrew C., A.G.S. (Indiana University South Bend, 2009), User Support Analyst/Programmer, University Information Technology Services
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- Weidner, Kathleen J., B.G.S. (Indiana University South Bend, 1998), Manager Classroom Technology Support, University Information Technology Services
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- Wells, Joshua Joseph, Ph.D. (Indiana University, 2008), Assistant Professor of Sociology/Social Informatics, College of Liberal Arts and Sciences
- White, Barbara, M.S.N. (Bethel College, 2008), Clinical Lecturer in Nursing, School of Nursing, College of Health Sciences
- White, Karen L., M.S. (Indiana University, 1976), Associate Vice Chancellor for Student Services, Student Affairs and Enrollment Management
- White, Lori, M.Div. (Boston University, 2005), Academic Counselor, Office of Admissions, Student Affairs and Enrollment Management
- Wilham-Countway, Mary, B.S. (Indiana University South Bend, 1996), Director, Child Development Center, School of Education
- Wilkes, David E., Ph.D. (Purdue University, 2000), Assistant Professor of Biology, College of Liberal Arts and Sciences
- Williams, Emily Edith, Ph.D. (New Mexico State University, 2009), Assistant Professor of Special Education, School of Education
- Willig, Timothy D., Ph.D. (University of Massachusetts Amherst, 2003), Assistant Professor of History, College of Liberal Arts and Sciences
- Wilson, Kari M., Ph.D. (Purdue University, 2012), Assistant Professor of Mass Communication, Ernestine M. Raclin School of the Arts
- Wolf, Dennis Michael, M.A. (Andrews University, 1974), Senior Lecturer in Mathematics, College of Liberal Arts and Sciences
- Wolfer, James, Ph.D. (Illinois Institute of Technology, 1993), Professor of Computer Information Sciences, College of Liberal Arts and Sciences
- Wolford, Katharine Leatrice, M.A. (Indiana University—Purdue University Fort Wayne, 1993), Senior Lecturer in English, College of Liberal Arts and Sciences
- Wolfram, Roxanne Marie, D.N.P. (Valparaiso University, 2010), Director, Graduate Program and Clinical Assistant Professor of Nursing, School of Nursing, College of Health Sciences
- Wood-Klauer, Hayley, B.S. (The Ohio State University, 2009), Clinical Lecturer in Dental Education, College of Health Sciences
- Wood-Ward, Gale, A.G.S. (Indiana University South Bend, 1996), Administrative Operations Manager, Elkhart Center, Off-Campus Programs, Extended Learning Services
- Woodrick, Luann S., M.S.N. (Valparaiso University, 1998), Senior Lecturer in Nursing, School of Nursing, College of Health Sciences
- Wright, Jeffrey M., II, Ph.D. (The University of North Carolina at Chapel Hill, 2010), Assistant Professor of Music History, Ernestine M. Raclin School of the Arts
- Wu, Dazhong, Ph.D. (The University of Texas at Austin, 2006), Assistant Professor of Decision Sciences, Judd Leighton School of Business and Economics

## X

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## Y

- Yin, Haiyan, Ph.D. (George Washington University, 2008), Assistant Professor of International Business, Judd Leighton School of Business and Economics
- Yocom, James R., B.S. (Siena Heights University, 2000), Director, Instructional Media Services, University Information Technology Services

- Yoder, Ami, B.S. (Taylor University, 2007), 21st Century Scholar Program Counselor, Student Affairs and Enrollment Management
- Young, Linda J., M.S. (Indiana University South Bend, 2006), Director of Student Teaching, School of Education
- Youngs, Diane C., M.S. (State University of New York Geneseo, 1977), Senior Lecturer in Elementary Education, School of Education
- Yu, Liguu, Ph.D. (Vanderbilt University, 2004), Associate Professor of Computer Science and Informatics, College of Liberal Arts and Sciences

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**Z**

- Zhang, Liqiang, Ph.D. (Wayne State University, 2005), Associate Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
- Zhuang, Hong, Ph.D. (University of Oregon, 2007), Assistant Professor of Economics, Judd Leighton School of Business and Economics
- Ziolkowski, Fred J., M.B.A. (University of Notre Dame, 1972), Associate Professor of Organizational Leadership and Supervision, Purdue University College of Technology
- Zwicker, Lisa Fetheringill, Ph.D. (University of California, Berkeley, 2002), Associate Professor of History, College of Liberal Arts and Sciences
- Zynda, Erika L., B.A. (Rutgers, The State University of New Jersey, 1991), Coordinator of Contracts and Grants, Academic Affairs
- Zynda, Lyle, Ph.D. (Princeton University, 1995), Chair and Associate Professor of Philosophy, College of Liberal Arts and Sciences

## Faculty | Associate Faculty

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**A**

- Alford, Kari Ann, B.A. (Saint Mary's College, 1995), Adjunct Lecturer of Elementary Education
- Alvarado, Amanda, M.A. (California State University at Northridge, 2010), Adjunct Lecturer in English
- Anderson, Carolyn Joyce, M.B.A. (Indiana University South Bend, 1998), Adjunct Lecturer in Accounting
- Anderson, Matthew James, J.D. (Santa Clara University, 2003), Adjunct Assistant Professor of Paralegal Studies
- Andrews, Christopher Paul, M.F.A. (University of Notre Dame, 2010), Adjunct Lecturer in Visual Arts
- Aranowski, David P., B.A. (Indiana University, 1992), Adjunct Lecturer in Accounting
- Ashmore-Potts, Jamie, B.A. (Kennesaw State University, 2007) Adjunct Lecturer in Health, Physical Education, and Recreation

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**B**

- Babcock, John Lee, M.S. (Indiana University South Bend, 2008), Adjunct Lecturer in Mathematics
- Bahr, Courtney, B.S.D.H. (Indiana University South Bend, 2012), Adjunct Lecturer in Dental Education
- Barbin, Kathryn, B.F.A., (Indiana University South Bend, 1996), Adjunct Lecturer in Fine Arts
- Barker, Karen Elizabeth, M.A. (Indiana University, 1977), Adjunct Lecturer in Mathematics
- Bass, Cornell J., B.S. (Ferris State College, 1998), Adjunct Lecturer in Health, Physical Education, and Recreation
- Bellville, Judy Anne, M.S.N. (University of North Carolina, 1995), Adjunct Lecturer in Nursing
- Benchik, Edward, J.D. (Indiana University, 1991), Adjunct Assistant Professor of Paralegal Studies
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- Berk, Kiki, Ph.D. (VU University Amsterdam, 2010), Adjunct Assistant Professor of Philosophy
- Berndt, Raymond H., J.D. (University of Notre Dame, 1978), Adjunct Assistant Professor of Business Law
- Besinger, David P., J.D. (Valparaiso University, 2004), Adjunct Assistant Professor of Business Law
- Bieber, Robert Lee, B.S. (Ball State University, 1993), Adjunct Lecturer in Fine Arts
- Bilger, Larry Eugene, M.A. (Ball State University, 1969), Adjunct Lecturer in Mathematics
- Black, Thomas I., M.S. (Indiana University South Bend, 1978), Adjunct Lecturer in Student Practicum Supervision
- Bodart, Brooke S., B.A.S. (St. Petersburg College, 2008) Adjunct Clinical Lecturer in Dental Education
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- Boyer, Ronald Lee, M.A. (Ball State University, 1971), Adjunct Lecturer in Student Practicum Supervision

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- Brubaker, Ben, B.S. (McPherson College, 1998), Adjunct Lecturer in Purdue Statewide Technology
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**C**

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- Chapman, Margaret, M.F.A. (School of the Art Institute of Chicago, 2008), Adjunct Assistant Professor of English
- Chiang, Yuki, M.A.ED./AET (University of Phoenix, 2010), Adjunct Lecturer in Japanese
- Christianson, Libby, MA (Indiana University South Bend, 1992), Adjunct Lecturer in Counseling and Human Services
- Clark, Randall James, M.A. (Columbia College, 2000), Adjunct Lecturer in Visual Arts
- Cook, Richard Allen, M.S. (Indiana University South Bend, 1977), Adjunct Lecturer in Mathematics
- Cosner, Ronald J., M.A. (Purdue University, 1976), Adjunct Lecturer in German
- Costello, Erica C. R., J.D. (University of Louisville, 2005), Adjunct Assistant Professor of Paralegal Studies
- Costello, Mary Joe, MA (Purdue University, 1982), Adjunct Lecturer in Elementary Education
- Costello, Rachelle, M.A. (Indiana University South Bend, 2010), Adjunct Lecturer in English
- Court, David R., M.A. (Ball State University, 1962), Adjunct Lecturer in Student Practicum Supervision
- Crimson, Linda Tamalia, M.F.A. (University of Oregon, 1977), Adjunct Assistant Professor of Fine Arts

- Culbertson, Rhonda, M.L.S. (University of Illinois, 1991), Adjunct Assistant Librarian
- Culpepper, Donna Jean, M.A. (Abilene Christian University, 1999), Adjunct Lecturer in Communication Studies
- Cummings, Sharlene K., B.S. (University of Baltimore, 1983), Adjunct Lecturer in Accounting
- Curtis, Sara, M.A. (University of Memphis, 2007), Adjunct Assistant Professor of Communication Arts
- Cutler, Laura Lee, B.F.A. (Otis College of Art and Design, 1996), Adjunct Lecturer in Visual Arts

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**D**

- Dalka, Judith K., M.S. (Oregon State University, 1971), Adjunct Lecturer in Mathematics
- Daniel, Alexander, B.G.S. (Ball State University, 2011), Adjunct Lecturer in Health, Physical Education, and Recreation
- Davids, Marjorie Suzanne, J.D. (Valparaiso University School of Law, 1995), Adjunct Lecturer in Music
- Davis, Brian, Ph.D. (University of Michigan, 1997), Adjunct Assistant Professor of Physics
- Dawson, Maureen Gillespie, Ph.D. (New York University, 1997), Adjunct Assistant Professor in French
- Dean, Jan, M.F.A. (Cranbrook Academy of Art, 1990), Adjunct Lecturer in Visual Arts
- DeSelm, Andrew, M.A. (University of Buffalo, 2008), Adjunct Lecturer in English
- DesMarais-Morse, Jan, M.A. (Worcester State College, 1989), Adjunct Lecturer in Counseling and Human Services
- Detlef, Joanne, M.A. (Indiana University, 1962), Adjunct Lecturer in English
- Dodson, Barbara Leigh, M.S.A. (University of Notre Dame, 1999), Adjunct Lecturer in Elementary Education
- Domonkos, Kevin Andrew, B.S. (Purdue University, 2007), Adjunct Lecturer in Purdue Statewide Technology
- Doverspike, Dennis K., M.M. (University of Colorado at Boulder, 1969), Adjunct Lecturer in Music
- Downs, Joan Marguerite, Ph.D. (University of Michigan, 2008), Adjunct Assistant Professor of History
- Dufour, David Allen, M.A. (Indiana University, 1975), Adjunct Lecturer in Communication Studies and Theatre and Dance
- Dulle, Ambrose Herman, M.A. (Ball State University, 1963), Adjunct Lecturer in Student Practicum Supervision

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**E**

- Ehlert, David, Ph.D. (University of Chicago, 1968), Adjunct Assistant Professor of Mathematics
- Emery, Marian Lynne, M.M. (Indiana University South Bend, 1997), Adjunct Lecturer in Music
- Emmons, Deanna Sue, B.A. (Bluffton College, 1993), Adjunct Lecturer in Music
- Enright, Paul, M.S. (Midwest College of Oriental Medicine, 1998), Adjunct Lecturer in Nursing
- Eppert, James Frederic, Ph.D. (University of Notre Dame, 1979), Adjunct Assistant Professor of English

- Everson, David, M.A. (University of Nebraska-Lincoln, 2008), Adjunct Lecturer in Sociology

## F

- Feldt, Lorri, B.A. (Northwestern University, 1982), Adjunct Lecturer in Marketing
- Flora, Kristine, M.S.N. (Valparaiso University, 1996), Adjunct Lecturer in Nursing
- Fox, Melissa Ann, B.A. (Indiana University, 2003), Adjunct Assistant Librarian
- Freel, Linda A., M.F.A. (University of Notre Dame, 1986), Adjunct Lecturer in Fine Arts
- French, Christopher J., M.M. (The Julliard School, 1982), Adjunct Lecturer in Music
- Fuchs, Kevin, M.A. (Western Michigan University, 2002), Lecturer in Spanish

## G

- Garascia, Anthony J., M.S. (Indiana University South Bend, 1986), Adjunct Lecturer in Counseling and Human Services
- Garber, Stanley S., M.B.A. (Indiana University South Bend, 1992), Adjunct Lecturer in Marketing
- Garver, Charles, J.D. (Valparaiso University School of Law, 2004), Adjunct Assistant Professor of Paralegal Studies
- Garascia, Anthony J., M.S. (Indiana University South Bend, 1986), Adjunct Lecturer in Counseling and Human Services
- Gibboney, Pamela Lea, M.S. (Indiana University South Bend, 1974), Adjunct Lecturer in School Administration, and Student Practicum Supervision
- Gill, Stephen Robert, M.A. (University of Windsor, 1983), Adjunct Lecturer in English
- Glass, Gerald G., M.Ed. (Indiana Wesleyan University, 2006), Adjunct Lecturer in Education
- Glon, Patrick L., M.S. (Purdue University, 1968), Adjunct Lecturer in Purdue Statewide Technology
- Goforth, Ernest R., Jr., M.S. (Indiana University, 1969), Adjunct Lecturer in Mathematics
- Gordon, Susan, M.S. (Indiana University South Bend, 2009), Adjunct Lecturer in Computer and Information Sciences
- Green, Mark, D.D.S. (Indiana University School of Dentistry, 1979), Adjunct Lecturer in Dental Education
- Griffiths, Kimberly A., B.S. (Purdue University, 1995), Adjunct Lecturer in Mathematics
- Grondin, Emilie A., B.A. (University of Oregon, 1981), Adjunct Lecturer in Music
- Grove, Dustin Mark, B.A. (Ball State University, 2004), Adjunct Lecturer in Communication Studies
- Groves, Melanie M., M.A.Ed. (Purdue University, 2001), Adjunct Lecturer in Mathematics
- Guthrie, Robert, M.B.A. (Clarion State College, 1982), Adjunct Lecturer in Decision Sciences
- Guyer, Kirk E., B.S. (University of Notre Dame, 1992), Adjunct Lecturer in Chemistry

## H

- Hall, Douglas A., M.S. (Ohio State University, 1987), Adjunct Lecturer in Purdue Statewide Technology
- Hall, Janet B., M.S. (Butler University, 1973), Adjunct Lecturer in Mathematics

- Hammonds, Laura Renae, B.A. (Indiana University South Bend, 2003), Adjunct Lecturer in Education
- Hanig, Kenneth Matthew, Ph.D. (Andrews University, 1989), Adjunct Assistant Professor of Psychology
- Hansen, Earl Michael, Ph.D. (Michigan State University, 2008), Adjunct Assistant Professor of Chemistry
- Harkless, Heather Christine, M.A. (Purdue University, 2009), Adjunct Lecturer in Communication Studies
- Harnish, Rita L., M.S. (Ball State University, 1983), Adjunct Lecturer in Chemistry
- Harris, Gregory A., M.A. (University of Notre Dame, 1985), Adjunct Lecturer in Spanish
- Hartford, Clark Galen, M.B.A. (Indiana University South Bend, 1992), Adjunct Assistant Professor in Chemistry
- Haskins, Nicole Marie, A.S. (Indiana University South Bend, 2001), AC2 Adjunct Lecturer in Radiography
- Hatcher, Mary Patricia, M.S. (Butler University, 2008), Adjunct Lecturer in Student Practicum Supervision
- Hattery, Halana Ann, B.B.A. (Saint Mary's College, 1984), Adjunct Lecturer in Theatre and Dance
- Hawkins, Christine M., M.S.N. (Valparaiso University, 1998), Adjunct Lecturer in Nursing
- Heitger, Craig Lee, M.M. (Indiana University South Bend, 1981), Adjunct Lecturer in Music
- Hensley, Michael R., M.B.A. (St. Francis University, 1996), Adjunct Lecturer in Purdue Statewide Technology
- Hibbs, Helen L., M.S. (Indiana State University, 1963), Adjunct Lecturer in Elementary Education
- Hicks, Daniel, M. A. (University of Notre Dame, 2008), Adjunct Lecturer in Philosophy
- Hieronymus, Laura Myers, M.S.N. (Indiana University, 1993) Adjunct Lecturer in Nursing
- Hill, Sarah, M.L.S. (Dominican University, 2003), Adjunct Assistant Librarian
- Hinnefeld, Suzanne Webb, M.L.S., (Indiana University, 2006), Adjunct Assistant Librarian
- Hoban, Maurice J., M.S. (Purdue University, 1995), M.B.A. (Indiana University, 1984), Adjunct Lecturer in Purdue Statewide Technology
- Hochschild, Robert G., M.S.A. (Indiana University South Bend, 2005), Adjunct Lecturer in Accounting
- Hochstetler, Timothy, B.A. (Berklee College of Music, 2003), Adjunct Lecturer in Music
- Holland, Marcia, M.L.S., M.A. (Indiana University South Bend, 2007, 2010), Adjunct Lecturer in English
- Hornblower, Irian, M.B.A. (Indiana University South Bend, 2007), Adjunct Lecturer in Computer and Information Sciences
- Houghton, James S., M.A. (University of Michigan, 1974), Adjunct Assistant Professor of Fine Arts
- Hovan, Rebecca, M.M. (North Texas State University, 1985), Adjunct Lecturer in Music
- Huntington, Bruce D., J.D. (Valparaiso University, 2000), Adjunct Assistant Professor of Business Law
- Huszar, Michael J., M.B.A. (Purdue University, 1990), Adjunct Lecturer in Marketing

**I**

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**J**

- Jackson, Michelle L., M.S. (Purdue University, 2007), Adjunct Lecturer in Purdue Statewide Technology
- Jakab, Isabel, M.A. (University of Notre Dame, 1983), Adjunct Lecturer in Spanish
- James, David, M.L.S. (Indiana University South Bend, 2009), Adjunct Lecturer in English
- Jamieson, Maureen Renee, M.S. (Andrews University, 1994), Adjunct Lecturer in Health, Physical Education, and Recreation
- Janosik, Nancy Kaye, M.S. (Indiana University South Bend, 1995), Adjunct Lecturer in Mathematics
- Jay, Chad E., M.F.A. (University of Cincinnati, 1997), Adjunct Lecturer in New Media
- Johnston, Saraellen, M.A. (Indiana University, 1976), Adjunct Lecturer in Elementary Education
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**K**

- Karch, Karl D., M.P.A. (Indiana University South Bend, 2005), Adjunct Lecturer in Criminal Justice
- Kasa, Mary, M.S. (Indiana University South Bend, 1978), Adjunct Lecturer in Secondary Education
- Kauble, Lisa A., M.S.W. (Indiana University Purdue University Indianapolis, 1991) Adjunct Lecturer in Radiography
- Kayser, Jodi L., M.L.S. (Indiana University South Bend, 2009), Adjunct Lecturer in History
- Keller, Connie J., A.S. (Indiana University, 2002), Adjunct lecturer in Dental Education
- Kelley, Erinn, M.A. (Indiana University South Bend, 2012), Adjunct Lecturer in English
- Kelly, Catherine, M.A. (Indiana University South Bend, 2011), Adjunct Lecturer in English
- Keres, Thomas Michael, M.A. (University of Redlands, 1987), Adjunct Lecturer in Finance
- Kingsbury, John R., M.S. (Indiana University, 2010), Adjunct Lecturer in Purdue Statewide Technology
- Kinnear, Craig, M.A. (University of Notre Dame, 2011), Adjunct Lecturer in History
- Kintzele, Susan M., M.S. (University of Notre Dame, 1972), Adjunct Lecturer in Mathematics
- Kizer, Kay E., M.S. (Indiana University—Purdue University Indianapolis, 2005), Adjunct Lecturer in Music
- Klatch, Rachel, M.A. (Brooklyn College, 2011), Adjunct Lecturer in English
- Kleinfehn, Mary Anne, M.S. (Indiana University South Bend, 2008), Adjunct Lecturer in Special Education
- Klimek, Kenneth Eugene, B.S. (Indiana University South Bend, 1969), Adjunct Lecturer in Communication Arts

- Koellner, John F., M.S. (University of Notre Dame, 1971), Adjunct Lecturer in Chemistry
- Kosik, Terri Thoner, M.S. (Indiana University South Bend, 1977), Adjunct Lecturer in Student Practicum Supervision
- Kotva, Joseph, Ph.D. (Fordham University, 1994), Adjunct Assistant Professor of Philosophy
- Kouroubetes, Michael John, B.A. (Indiana University South Bend, 1988), Adjunct Lecturer in Communication Studies
- Kring, Len M., M.S. (Iowa State University, 2008), Adjunct Lecturer in Biological Sciences
- Kruppa, Marianne, M.L.S. (Indiana University, 2003), Adjunct Assistant Librarian
- Kubinski, John A., Ph.D. (University of Notre Dame, 1983), Adjunct Lecturer in Nursing
- Kuehner, Eric L., B.M.E. (Valparaiso University, 1976), Adjunct Lecturer in Music

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- Ladow, Sarah, Ph.D. (Purdue University, 2010), Adjunct Lecturer in Purdue Statewide Technology
- Lane, Michael, S., M.S. (Southern Illinois University Carbondale, 2007), Adjunct Lecturer in Psychology
- Langel, Richard P., II, Ed.S. (Indiana University, 1979), Adjunct Lecturer in Elementary Education
- Langwith, Jeri-Lynn, M.B.A. (Indiana University South Bend, 1998), Adjunct Lecturer of Accounting
- Lavallee, Tara M., Ph.D. (University of Connecticut, 2005), Adjunct Assistant Professor of Political Science
- Lawrence, Charles Shelton, M.S. (Indiana University South Bend, 1987), Adjunct Lecturer in Spanish
- Lawson, Kerry Kristine, M.L.S. (Indiana University South Bend, 1998), Adjunct Lecturer in English
- Leavitt, Brynn C., M.S. (Indiana University South Bend, 2010), Adjunct Lecturer in French
- Leon, Maria Delores, M.A. (San Diego State University, 2008), Adjunct Lecturer in Spanish
- Leone, Charles, J.D. (George Washington University, 1975), Adjunct Assistant Professor of Paralegal Studies
- Lewis, Patricia, B.S. (University of Michigan, 1983), Adjunct Lecturer in Mathematics
- Lewis, Rosalyn Danette, M.A. (Indiana University South Bend, 2008), Adjunct Lecturer in Mathematics
- Lindberg, Sharryl Ann, Ed.D. (University of Southern California, 2008), Adjunct Lecturer in Student Practicum Supervision
- Lindley, Jennifer, M.A. (Indiana University South Bend, 1995), Adjunct Lecturer in English
- Lisoni, Carlos, Ph.D. (University of Notre Dame, 2012), Adjunct Assistant Professor in Political Science
- Luber, Anthony V., J.D. (University of Notre Dame, 1967), Adjunct Lecturer in Criminal Justice
- Lugar Brettin, Staci Renea, M.B.A. (Bethel College, 2003), Adjunct Assistant Professor of Management
- Lyons, Gray, M.F.A. (Towson University, 2008), Adjunct Lecturer in Visual Arts
- Lyons, Lee, M.A., (University of Illinois at Chicago, 1991), Adjunct Lecturer in Sociology and Anthropology

**M**

- Mais, Dale E., Ph.D. (Indiana University, 1983), Adjunct Assistant Professor of Astronomy
- Mather-Stow, Andrea, B.M., (Eastman School of Music, 1982), Adjunct Lecturer in Music
- Mathia, Carol Ann, M.A. (Indiana University, 2008), Adjunct Lecturer in Spanish
- Matis, Hannah W., M.A. (University of Notre Dame, 2008) Adjunct Lecturer in History
- Mayer, Deborah Lee, B.M. (Indiana University, 2009), Adjunct Lecturer in Music
- McCasland, Peter C., M.S. (University of Notre Dame, 1971), Adjunct Lecturer in Chemistry
- McCormack, Erica, M.S. (University of Notre Dame, 2009), Adjunct Lecturer in Visual Arts
- McGill, Dru, M.A. (Indiana University, 2010), Adjunct Lecturer in Anthropology
- McIndoo, Keith A., M.B.A (Bethel College, 2010), Adjunct Lecturer in Purdue Statewide Technology
- McLean, Gwendolyn Bruce, M.A. (Indiana University South Bend, 1998), Adjunct Lecturer in Communication Arts
- Miceli, Angela, M.A. (Louisiana State University, 2010), Adjunct Lecturer in Political Science
- Mikels-Carrasco, Waldo, M.A. (University of North Texas, 2011), Adjunct Lecturer in Anthropology
- Miller, Samuel K., M.B.A. (University of Michigan, 1988), Adjunct Lecturer of Management
- Mitchell, Charles E., M.B.A. (Indiana University South Bend, 1990), Adjunct Lecturer of Decision Sciences
- Mooney, Elizabeth Darts, M.S. (University of Wisconsin, 1953), Adjunct Lecturer in Sociology
- Morgan, Kristopher, Ph.D. (Purdue University, 2012), Adjunct Lecturer in Sociology
- Moss, Alison R., M.A. (University of Illinois at Chicago, 2010), Adjunct Lecturer in Sociology and Women's and Gender Studies
- Mourad, Houssam, M.E. (Lebanese University, Faculty of Engineering II, 2006), Adjunct Lecturer in Mathematics
- Mueller, James S., B.S.E.E. (University of Illinois at Chicago, 1973), Adjunct Lecturer in Mathematics
- Mueller, Virginia Rumely, M.Ed. (University of Illinois, 2008), Adjunct Lecturer in Mathematics
- Mulligan, Tracy, B.A. (Connecticut College, 1991), Adjunct Lecturer in Health, Physical Education, and Recreation
- Mullin, Richard J., M.B.A. (University of Notre Dame, 2008), Adjunct Lecturer in Accounting
- Muñoz, Jennifer Amanda, D.M.A. (Manhattan School of Music, 2004), Adjunct Assistant Professor in Music
- Mwale, CreAnne, B.A. (Lake Michigan College, 2008), Adjunct Lecturer in Music

**N**

- Nazaroff, George V., Ph.D. (University of Wisconsin, 1965), Adjunct Associate Professor of Chemistry
- Neal, Mark, M.B.A. (The George Washington University, 1996), Adjunct Lecturer in Management
- Nelson, Bonita L., B.F.A. (Indiana University South Bend, 2006), Adjunct Lecturer in Visual Arts

- Nicholas, Michael L., B.R.E. (Great Lakes Christian College, 2008), Adjunct Lecturer in Management
- Niespodziany, Micah, M.A. (Ball State University, 2012), Adjunct Lecturer in English
- Noffsinger, James Bruce, Ph.D. (Miami University, 1986), Adjunct Assistant Professor of Chemistry
- Nolt, Michael L., M.Ed. (Lehigh University, 2001), Adjunct Lecturer in Chemistry
- Novotny, Sharon K., M.A. (Ball State University, 1974), Adjunct Lecturer in History
- Nurenberg, Jerry, Ph.D. (Washington University, 1972), Adjunct Assistant Professor of Physics

**O**

- Osborn, Grant W., M.F.A. (University of Notre Dame, 2009), Adjunct Lecturer in Education
- Ostreicher, Arica Beth, M.B.A. (Indiana University South Bend, 2007), Adjunct Lecturer in Finance
- Overmyer, Angela Lee, M.S. (Indiana University South Bend, 2000), Adjunct Lecturer in Special Education

**P**

- Pace, Catherine B., M.S. (Lamar University, 1973), Adjunct Lecturer in Mathematics
- Pace, William M., M.B.A. (Indiana Institute of Technology, 2003), Adjunct Lecturer in Purdue Statewide Technology
- Pajor, Karen Irene, B.A. (University of Colorado, 1989), Adjunct Lecturer in Theatre and Dance
- Palmiter, Robert Michael, M.A.Ed. (Indiana University South Bend, 2008), Adjunct Lecturer in University Life
- Papaleo, Richard Joseph, B.F.A. (Mt. San Antonio College, 1965), Adjunct Lecturer in Fine Arts
- Patnott, Megan, M.S. (University of Notre Dame 2009), Adjunct Lecturer in Mathematics
- Perez, Elizabeth, M.A. (University of Notre Dame, 2011), Adjunct Lecturer in Spanish
- Pettit, Lorren E., M.B.A. (University of Dallas, 2007), Adjunct Lecturer in Sociology and Anthropology
- Piasecki, Jenny, M.A. (Bowling Green State University, 2005), Adjunct Lecturer in History
- Pienkowski, Doreen Cynthia, A.A. (Indiana University South Bend, 2008), Adjunct Lecturer in Dental Education
- Piller, John A., M.S. (Purdue University, 2005), Adjunct Lecturer in Purdue Statewide Technology
- Piller, Paul Alexander, M.B.A. (Indiana University South Bend, 1999), Adjunct Lecturer in Economics
- Ping, Michael, M.B.A. (Indiana University South Bend, 2003), Adjunct Lecturer in Computer and Information Sciences
- Place, Patricia Carol, M.A. (Bowling Green State University, 1992), Adjunct Lecturer in Psychology
- Pochert-Ringle, Christine, M.S.B.A. (Indiana University South Bend, 1986), Adjunct Lecturer in Management and Economics
- Purkeypile, Scott, Ph.D. (Indiana University, 1990), Adjunct Lecturer in Theatre and Dance

**Q**

- Quinn, Charles Francis, Ph.D. (University of Notre Dame, 1971), Adjunct Assistant Professor of Decision Science
- Quinn, Pierre Cardell, M.A. (Andrews University, 2008), Adjunct Lecturer in Communication Studies

## R

- Rabbitt, Joseph W., M.A. (University of Notre Dame, 2005), Adjunct Lecturer in Philosophy
- Rhoda, Alan, Ph.D. (Fordham University, 2004), Adjunct Assistant Professor of Philosophy
- Rice, John, M.S. (Indiana University South Bend, 1997), Adjunct Lecturer in Student Practicum Supervision
- Rice Jr., Richard A., B.S. (Purdue University, 1994) Adjunct Lecturer in Radiography
- Richardson, Timothy, B.A. (Indiana University South Bend, 1996), Adjunct Lecturer in Theatre and Dance
- Ritzler, Pamela, M.Ed. (Grand Valley State University, 1995), Adjunct Lecturer in Education
- Romaniko, Pavel, M.F.A. (Rochester Institute of Technology, 2009), Adjunct Lecturer in Visual Arts
- Rose, Anthony, J.D. (Thomas M. Cooley Law School, 2004), Adjunct Assistant Professor of Paralegal Studies
- 
- Rose, Lauren, M.S.N. (Indiana University-Purdue University Indianapolis, 2008) Adjunct Lecturer in Nursing
- Rubin, Laury Beth, B.S. (Indiana University, 1976), Adjunct Lecturer in Theatre and Dance
- Rupley, Michael, M.S. (Indiana University South Bend, 2009), Adjunct Lecturer in Computer and Information Sciences
- Rusche, Marjorie Maxine, D.M. (Indiana University, 1996), Adjunct Assistant Professor of Music
- Rutchik, Sarah Anna, B.S. (Rush Medical College, 1987), Adjunct Lecturer in Radiography

## S

- Saddawi, Shafa, Ph.D. (University of Warsaw, 1989), Adjunct Assistant Professor of Physics
- Sanders, Ada, M.S.W. (Washington University, 2010), Adjunct Lecturer in Sociology
- Santa Cruz, Jamie A., M.A. (Andrews University, 2009), Adjunct Lecturer in Philosophy
- Savitski, Edisher, M.M. (Indiana University South Bend, 2005), Adjunct Lecturer in Music
- Sawyer, Jo Ann J., M.L.S. (Indiana University South Bend, 1995), Adjunct Lecturer in English
- Schimmel, Earl C., B.S. (Andrews University, 1991), Adjunct Lecturer in Purdue Statewide Technology
- Schmidt, Marlin F., B.A. (Michigan State University, 1957), Adjunct Lecturer in Health, Physical Education, and Recreation
- Scopelitis, Michael P., J.D. (University of Notre Dame, 1971), Adjunct Assistant Professor in Criminal Justice
- Serenevy, Amanda Katherine, Ph.D. (Boston University, 2007), Adjunct Assistant Professor of Mathematics
- Seymour, David Allan, M.P.A. (Indiana University South Bend, 2004), Adjunct Lecturer in Theatre and Dance

- Shagdai, Pat, M.S. (Purdue University, 1998), Adjunct Lecturer in University Life
- Shelley, Paul Eric, M.S.W. (University of Michigan, 2008), Adjunct Lecturer in Social Work
- Shepley, Gini, M.S. (Capella University, 2007) Adjunct Lecturer in Secondary Education
- Shepley, Scott, M.A. (Northern Illinois University, 1996), Adjunct Lecturer in Theatre and Dance
- Shrambry, Matt, Pharm.D. (Purdue University (2005), Adjunct Lecturer in Dental Education
- Singh, Vinod K., Ph.D. (University of Illinois, 1992), Adjunct Lecturer in Purdue Statewide Technology
- Sipocz, Joseph, M.L.S. (Indiana University, 1993), Adjunct Assistant Librarian
- Snyder, Margaret Tunnicliffe, Psy.D. (Adler School of Professional Psychology, 2008), Adjunct Lecturer in Counseling and Human Services
- Sorokin, Vladimir, M.S.A. (Indiana University, 2010), Adjunct Lecturer in Theatre and Dance
- Sparks, Eric K., B.A. (Bethel College, 1999), Adjunct Lecturer in Computer and Information Sciences
- Spencer, Thomas Tucker, Ph.D. (University of Notre Dame, 1976), Adjunct Assistant Professor of History
- Spitzer, Gail Kay, M.S. (Clayton College Natural Health, 2006), Adjunct Lecturer in Health, Physical Education, and Recreation
- Spriggs, Melissa Joanne, B.A. (Indiana University South Bend, 1998), Adjunct Lecturer in Dental Education.
- Stahl, David, B.S. (Ball State University, 1980), Adjunct Lecturer in Health, Physical Education, and Recreation
- Stahr, Jeri Emmert, M.S. (Indiana University South Bend, 1972), Coordinator, Off-Campus Education
- Stanton, Celia, M.S. (Indiana University South Bend, 2011), Adjunct Lecturer in Education
- Stegmann, Matthias Christoph, M.M. (University of Cincinnati, 1993), Adjunct Lecturer in Music
- Stein, Sorah, M.A., B.C.B.A. (Queens College—CUNY, 2006), Adjunct Lecturer in Psychology
- Stevens, Gladys, M.S. (Indiana University South Bend, 1991), Adjunct Lecturer in Education
- Stith, Barbara, M.L.S. (Indiana University South Bend, 2007), Adjunct Lecturer in English
- Stump, George Carl, M.B.A. (Michigan State University, 1970), Adjunct Lecturer in Accounting
- Surratt, Michelle L., A.S. (Indiana University South Bend, 2000), Adjunct in Dental Education
- Sutula, Thomas L., M.D. (Indiana University, 1986), Adjunct Assistant Professor of Political Science

## T

- Taruwinga, Patience, M.B.A. (Indiana University South Bend, 2002), Adjunct Lecturer in Decision Sciences
- Tavernier, Natalia, B.S. (Manchester College, 2010), Adjunct Lecturer in Health, Physical Education, and Recreation
- Tholin, Kevin, M.A. (Western Illinois University, 1987), Adjunct Lecturer in Sociology and Anthropology
- Thomas, Richard Charles, M.S.Ed. (Indiana University, 1976), Adjunct Lecturer in Student Practicum Supervision

- Thomas, Ronald W., M.B.A. (Indiana University South Bend, 1990), Adjunct Lecturer of Accounting
- Thomas, William Edward, Ph.D. (Indiana University, 1984), Adjunct Lecturer in Elementary Education
- Thompson, Douglass James, M.M. (University of Michigan, 1984), Adjunct Lecturer in Music
- Thompson-Hinkle, Valerie, M.S. (Indiana University South Bend, 2004), Adjunct Lecturer in Counseling and Human Services
- Thorpe Gordon, Linda C., M.S.A. (University of Notre Dame, 1989), Adjunct Lecturer in Purdue Statewide Technology
- Thornton, Christopher D., M.B.A. (University of Notre Dame, 1989), Adjunct Lecturer in Finance
- Throm, Elaine, M.S. (Indiana University South Bend, 1983), Adjunct Lecturer in Mathematics
- Tidaback, Darrel, M.M. (University of Texas, 2001), Adjunct Lecturer in Music
- Tiser, Diane L., Adjunct Lecturer in Health, Physical Education, and Recreation
- Toth, Deann Lea, B.S. (University of St. Francis, 2004) Adjunct Lecturer in Radiography
- Tourtillotte, William L., M.F.A. (Canbrook Academy of Art, 1985), Adjunct Lecturer in Purdue Statewide Technology
- Traxler, Karl M., M.A. (Michigan State University, 1979), Adjunct Lecturer in Computer and Information Science
- Troyer, Joan Marie, M.M. (Indiana University South Bend, 1991), Adjunct Lecturer in Music
- Turner, J. Gregory, M.B.A. (Purdue University, 1986), Adjunct Lecturer in Marketing

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**V**

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- Velazco, Jose Arturo, M.F.A. (University of Illinois at Chicago, 2009), Adjunct Lecturer in Visual Arts

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**W**

- Wade, Michael Stephen, M.S. (Indiana State University, 1974), Adjunct Lecturer in Music
- Wainwright, Polly F., M.S. (Indiana University South Bend, 2007), Adjunct Lecturer in Computer and Information Sciences
- Walshe, Charlotte Emma, M.S. (Indiana University South Bend, 2006), Adjunct Lecturer in Education
- Watson, Jonathan, J.D. (The Catholic University of America, 2005), Adjunct Assistant Professor of Paralegal Studies
- Webster, Elizabeth Ann, M.A. (Ball State University, 1971), Adjunct Lecturer in Professional Development
- Weiss, Celia Stinebaugh, M.M. (Indiana University, 1976), Adjunct Lecturer in Music
- Weyers, Cynthia M., M.S.N. (Ball State University, 2010), Adjunct Lecturer in Nursing
- White, Rob J., B.A. (Indiana University South Bend, 2007), Adjunct Lecturer in New Media
- Wieneke, Heidi Prescott, B.A. (Drake University, 1990), Adjunct Lecturer in Communication Arts

- Wilson, Linda Marie, M.F.A. (Savannah College of Art and Design, 2003), Adjunct Lecturer in Visual Arts
- Wimble, Jeffrey, M.L.S. (The University of Southern Mississippi, 2009), Adjunct Assistant Librarian
- Winter, Donald, M.F.A. (University of Alaska, 2006), Adjunct Lecturer in University Life
- Wolf, Karl W., M.S. (Indiana University South Bend, 1975), Adjunct Lecturer in Computer and Information Science
- Wooden, Kim Diane, M.B.A. (Indiana University South Bend, 1993), Adjunct Lecturer in Economics
- Wright, Robert Allen, Adjunct Lecturer in Health, Physical Education, and Recreation
- Wruble, Michelle Krisztina, M.A. (Grand Valley State University, 2004), Adjunct Lecturer in Special Education
- Wruble, Stanley F., III, J.D. (University of Notre Dame, 1997), Adjunct Assistant Professor of Paralegal Studies

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**Y**

- Yoder, Kendra, M.S.W. (University of Missouri, 2002), Adjunct Lecturer in Sociology and Women's and Gender Studies
- York, Robert Ronald, M.B.A. (Indiana University South Bend, 2001), Adjunct Lecturer in Accounting
- Younes, John Paul, M.A. (Columbia University, 2006), Adjunct Lecturer in Psychology
- Youngs, R. Craig, M.S.M.I.T. (Indiana University South Bend, 2007), Adjunct Lecturer in Accounting

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**Z**

- Zandi, Aria, M.S. (Indiana University South Bend, 2008), Adjunct Lecturer in Decision Science
- Zelmer, Kristine, A.S.D.H. (Indiana University South Bend, 2001), Adjunct Lecturer in Dental Education

## Faculty | Emeriti

### Emeriti Faculty

#### A

- Anderson, Allen F., Ph.D. (Southern Illinois University, 1984), Professor Emeritus of Criminal Justice

#### B

- Bailey, Max Allen, Ed.D. (Indiana University, 1970), Associate Professor Emeritus of School Administration and Supervision
- Bartholomew, Albert Wayne, Ph.D. (Cornell University, 1968), Professor Emeritus of Economics
- Barton, David K., Ph.D. (University of California Santa Barbara, 1975), Professor Emeritus of Music
- Basolo-Kunzer, Mary, Ph.D. (Rush Medical College, 1984), Associate Professor of Nursing, School of Nursing, College of Health Sciences
- Beardsley, Christa-Maria, Ph.D. (Indiana University, 1972), Professor Emerita of German
- Blodgett, James E., Ph.D. (Indiana University, 1975), Associate Professor Emeritus of English
- Blodgett, Linda L., Ph.D. (Indiana University, 1978); Ph.D. (University of Michigan, 1987); Associate Professor Emerita of International Business
- Bonn, Franklyn G., Ph.D. (University of Minnesota, 1964), Associate Professor Emeritus of Political Science
- Brandewie, Ernest, Ph.D. (University of Chicago, 1966), Professor Emeritus of Anthropology
- Brown, Cheri Ann, Ph.D. (University of Nebraska, 1980), Associate Professor of German, College of Liberal Arts and Sciences

#### C

- Calvin, Richmond E., Ed.D. (North Texas State University, 1971), Professor Emeritus of Education
- Chesnut, Glenn F., D.Phil. (Oxford University, 1971), Professor Emeritus of History
- Chowattukunnel, Joseph T., Ph.D. (Boston University, 1968), Professor Emeritus of Biology

#### D

- de La Torre, Rogelio A., Ph.D. (Indiana University, 1973), Professor Emeritus of Spanish
- Demaree, Robert W., Ph.D. (Indiana University, 1973), Professor Emeritus of Music
- Droege, Anthony Joseph, II, M.F.A. (University of Iowa, 1968), Professor Emeritus of Fine Arts
- Duff, Douglas W., Ph.D. (University of Missouri, Columbia, 1971), Professor Emeritus of Biological Sciences
- Duvall, Charles R., Ph.D. (Ohio University, 1966), Professor Emeritus of Education

#### E

- Esselstrom, Michael J., Ed.D. (Teachers College, Columbia University, 1968), Professor Emeritus of Music

#### F

- Febres, Eleodoro J., Ph.D. (University of Massachusetts Amherst, 1974), Professor Emeritus of Spanish

- Frascella, William J., Ph.D. (University of Notre Dame, 1978); Ph.D. (University of Notre Dame, 1966), Associate Professor Emeritus of Mathematics
- Fred, J. David, M.S.M. (Purdue University, 1975), Associate Professor Emeritus of Accounting
- Fritschner, Linda Marie, Ph.D. (University of California, Davis, 1973), Professor Emerita of Sociology
- Furlong, Patrick J., Ph.D. (Northwestern University, 1966), Professor Emeritus of History

#### G

- Garber, Lawrence L., Ph.D. (Michigan State University, 1967), Professor Emeritus of Chemistry
- Gottwald, Judith L., Ph.D. (University of Michigan, 1965), Associate Librarian Emerita
- Gottwald, Richard L., M.L.S. (Johns Hopkins University, 1968), Associate Professor Emeritus of Psychology
- Guillaume, Alfred J., Jr., Ph.D. (Brown University, 1976), Professor Emeritus of French

#### H

- Hamburg, Roger P., Ph.D. (University of Wisconsin, 1965), Professor Emeritus of Political Science, and Professor Emeritus of Public and Environmental Affairs
- Harriman, Gerald E., Ph.D. (University of Cincinnati, 1958), Professor Emeritus of Business Administration and Economics
- Hengesbach, Theodore W., Ph.D. (University of Notre Dame, 1976), Assistant Professor Emeritus of Continuing Studies
- Herr, J. Paul, Ph.D. (Ohio State University, 1976), Professor Emeritus of Geography, and Professor Emeritus of Public and Environmental Affairs
- Herschede, Alfred J., Ph.D. (University of Illinois at Urbana—Champaign, 1976), Emeritus Professor of Economics
- Hojnacki, William P., Ph.D. (University of Notre Dame, 1977), Professor Emeritus of Public and Environmental Affairs
- Huitink, Geraldine M., Ph.D. (Iowa State University, 1967), Professor Emerita of Chemistry

#### I

- Isaacson, Randall M., Ph.D. (Michigan State University, 1976), Emeritus Professor of Educational Psychology

#### J

- James, Leonard E., Ph.D. (University of Cincinnati, 1971), Associate Professor Emeritus of Education
- Joray, Paul A., Ph.D. (University of Illinois at Urbana—Champaign, 1971), Professor Emeritus of Economics

#### K

- Knauss, Keith D., M.A.I.R. (University of Minnesota, 1974), Professor Emeritus of Labor Studies
- Knight, William J., Ph.D. (University of California, Berkeley, 1969), Associate Professor Emeritus of Computer Science

- Knowles, Brenda Ernestyne, J.D. (Indiana University, 1977), Professor Emerita of Business Law
- Kochanowski, Paul Stanislaus, D.B.A. (Indiana University, 1972), Professor Emeritus of Economics

**L**

- Lamon, Lester C., Ph.D. (University of North Carolina, 1971), Professor Emeritus of History
- Langland, Harold R., M.F.A. (University of Minnesota, Minneapolis, 1964), Professor Emeritus of Fine Arts
- Leggett, Curtis L., Ph.D. (University of California, Los Angeles, 1973), Ph.D. (California State University, 1973), Associate Professor Emeritus of Education
- Lewis, John M., Ph.D. (Cornell University, 1979), Professor Emeritus of Political Science
- Long, John B., Ph.D. (University of Kentucky, 1962), Associate Professor Emeritus of Psychology
- Lyons, Eleanor J., Ph.D. (University of Virginia, 1967), Associate Professor Emerita of English

**M**

- Maher, Ellen L., Ph.D. (University of Notre Dame, 1973), Associate Librarian Emerita
- Markarian, Shant, D.D.S. (University of Pennsylvania, 1958), Associate Professor Emeritus of Dental Education
- Marti, Donald B., Ph.D. (University of Wisconsin, 1966), Associate Professor Emeritus of History
- Mawhinney, V. Thomas, Ph.D. (Southern Illinois University, 1971), Professor Emeritus of Psychology
- McNeal-Dolan, Patricia, Ph.D. (Temple University, 1974), Professor Emerita of Women's Studies
- Metzcus, Richard H., Ed.D. (University of Illinois at Urbana—Champaign, 1968), Associate Professor Emeritus of Public and Environmental Affairs

**N**

- Naffziger, Frederick J., J.D. (University of Illinois at Urbana—Champaign, 1970), Professor Emeritus of Business Law
- Naylor, Andrew E., Ph.D. (University of Chicago, 1966), Professor Emeritus of Philosophy
- Nazaroff, George V., Ph.D. (University of Wisconsin, 1965), Associate Professor Emeritus of Chemistry
- Norton, Steven David, Ph.D. (Case Western Reserve University, 1970), Associate Professor Emeritus of Management

**P**

- Parelius, Allen M., D.Ed. (University of Oregon, 1969), Associate Professor Emeritus of Education
- Peck, John E., Ph.D. (University of Notre Dame, 1969), Professor Emeritus of Economics
- Penikis, J. John, Ph.D. (University of Wisconsin, 1974), Associate Professor Emeritus of Political Science
- Pepperdine, Warren H., Ph.D. (University of Minnesota, Minneapolis, 1965), Professor Emeritus of Theatre
- Perrin, Kenneth L., Ph.D. (Stanford University, 1969), Chancellor Emeritus; and Professor Emeritus of Psychology

- Pike, Loy D., Ph.D. (University of Texas at Austin, 1973), Associate Professor Emeritus of Microbiology
- Poinsette, Anne-Marie E., Ph.D. (University of Chicago, 1968), Associate Professor Emerita of French

**R**

- Riemenschneider, Victor L., Ph.D. (Ohio State University, 1971), Associate Professor Emeritus of Biology
- Robbins, J. Wesley, Ph.D. (University of Chicago, 1969), Professor Emeritus of Philosophy
- Robinson, Gabrielle S., Ph.D. (University of London, 1968), Professor Emerita of English
- Russo, John P., Ph.D. (Florida State University, 1965), Associate Professor Emeritus of Computer Science
- Russo, Michele Cash, M.L.S. (Indiana University, 1979), Dean Emerita of the Franklin D. Schurz Library

**S**

- Savage, Earl J., Ph.D. (West Virginia University, 1963), Associate Professor Emeritus of Botany
- Scanlan, Margaret C., Ph.D. (The University of Iowa, 1972), Professor Emerita of English
- Scarborough, Elizabeth, Ph.D. (University of New Hampshire, 1972), Professor Emerita of Psychology
- Scherer, Paul H., Ph.D. (University of Wisconsin, 1964), Professor Emeritus of History
- Schreiber, Roy E., Ph.D. (University of London, 1967), Professor Emeritus of History
- Sheridan, E. Marcia, Ph.D. (University of Illinois at Urbana—Champaign, 1973), Professor Emerita of Elementary Education
- Sherwood, Frances, M.A. (Johns Hopkins University, 1975), Professor Emerita of English
- Singh, Douglas, Ph.D. (University of South Carolina, 1994), Associate Professor Emeritus of Management

**T**

- Tawadros, Milad A., Ph.D. (University of Iowa, 1966), Professor Emeritus of Accounting
- Tull, Charles J., Ph.D. (University of Notre Dame, 1962), Professor Emeritus of History

**U**

- Urbach, Floyd D., Ph.D. (University of Nebraska, 1966), Professor Emeritus of Education

**V**

- Vander Ven, Tom R., Ph.D. (University of Colorado, 1968), Professor Emeritus of English

**W**

- Washburn, Michael C., Ph.D. (University of California, San Diego, 1970), Professor Emeritus of Philosophy
- Williams, Lynn Roy, Ph.D. (University of Kentucky, 1971), Emeritus Dean, and Professor Emeritus of Mathematics
- Withey, John J., Ph.D. (Ohio State University, 1973), Professor Emeritus of Marketing

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- Wolfson, Lester M., Ph.D. (University of Michigan, 1954); L.H.D. (Indiana University, 1988), Chancellor Emeritus, and Professor Emeritus of English
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**Y**

- Yokom, Nanci G., M.S.B.A. (Indiana University South Bend, 1980); M.B.A. (Indiana University South Bend, 1989), Associate Professor Emerita of Dental Hygiene
- 

**Z**

- Zimmerman, W. Bruce, Ph.D. (Michigan State University, 1960), Associate Professor Emeritus of Physics
- Zisla, Harold, A. M. (Case Western Reserve University, 1951), Professor Emeritus of Fine Arts

# Purdue University College of Technology | Index

## Purdue University College of Technology

**Michael D. Sanders, M.S. | Director**  
**Purdue Technology Building 107 | (574) 520-4180 |**  
[www.purdue.edu/southbend](http://www.purdue.edu/southbend)

### Faculty

Associate Professors | **Harding, Leach, Perusich, Ziolkowski**  
 Continuing Lecturer | **Piller**

### Areas of Study

- Two-Year Degree Program in Mechanical Engineering Technology (MET)
- Bachelor of Science in Electrical Engineering Technology (EET)
- Bachelor of Science in Engineering Technology (ET)
- Bachelor of Science in Industrial Technology (IT)
- Bachelor of Science in Organizational Leadership and Supervision (OLS)

### Course Descriptions

#### Index

- Missions and Goals
- Admission Criteria
- Meeting or Exceeding Minimum Subject-Matter Requirements
- Electrical Engineering | B.S.
- Engineering Technology | B.S.
- Industrial Technology | B.S. | Certificate
- Mechanical Engineering | A.S.
- Organizational Leadership Supervision | B.S. | Certificate

## Purdue University College of Technology | Information

### Mission and Goals

The mission of the Purdue University College of Technology is to provide excellent technical education for students with an interest in, and aptitude for, applied technologies. The college also participates in appropriate applied research and service activities. The college's goal is to produce graduates with marketable skills and the capacity for growth on the job. Its departments serve identified needs for technically trained labor within the state of Indiana.

These goals are achieved by serving students in many ways—counseling, classroom and laboratory teaching, cooperative programs, and broadly-based general education. Graduates acquire not only technical knowledge and skills but also the ability to communicate well. They are prepared for both immediate employment and continuing development as citizens and responsible human beings. Finally, the college makes every effort to help place its students in appropriate jobs after graduation.

### Admission Criteria

Students seeking admission to Purdue University's technology programs must be admitted to the

Purdue University College of Technology. Visit [www.admissions.purdue.edu](http://www.admissions.purdue.edu) to apply online. After creating a login for the admissions system, a list of application options will appear. Click on Option 7 College of Technology Statewide. Admission standards are set by the Purdue University College of Technology and are summarized below. Prospective students are encouraged to contact Purdue at (574) 520-4180 or [techsouthbend@purdue.edu](mailto:techsouthbend@purdue.edu).

### Meeting or Exceeding Minimum Subject-Matter Requirements

For admission to the freshman class of the College of Technology, your record must include: English (grammar, composition, literature, speech, and vocabulary—but not journalism, newspaper, yearbook, or theatre arts), four years (eight semesters) of academic mathematics, and six semesters of laboratory sciences. The record of students who have been out of high school a minimum of five years must include: eight semesters of English, six semesters of academic mathematics, and six semesters of laboratory science.

### Meeting Quality Requirements

Quality is determined by considering a combination of rank in class, test scores, probability of success, grade average in college preparatory subjects, grades in courses related to the degree objective, trends in achievement, completion of high school subject-matter requirements, and the strength of the college preparatory program.

Indiana applicants should demonstrate that they belong to one-half of the available pool of prospective students. This may be shown by several measurements—high school rank, test scores, and academic grade average—in combination with the other factors listed above.

Out-of-state applicants should belong to the upper one-third of the available pool, according to the achievement indices described above.

### Taking Required Tests

All applicants who have not completed a full year of college work are required to take the College Entrance Examination Board (CEEB), Scholastic Aptitude Test (SAT), or the ACT® Assessment test (ACT®). Students who desire early admission are encouraged to take the college entrance tests in the spring of their junior year. This requirement is waived for students who have been out of high school for three or more years.

**Note** | Purdue University classes are typically offered only once a year. Most required IU South Bend classes are offered every semester.

## Purdue University College of Technology | A.S. Mechanical Technology

### Mechanical Engineering Technology

#### Associate of Science

Mechanical Engineering Technology (MET) concerns the generation, transmission, and utilization of mechanical and fluid energy, knowledge of materials, and the design and production of tools and machines and their products.

The purpose of the MET degree program is to produce graduates qualified to accept jobs such as laboratory technicians, engineering aides, plant maintenance people, layout persons, production assistants, and technical salespersons. With additional experience, promotion to positions such as industrial supervisors, machine and tool designers, technical buyers, production expeditors, and cost estimators is possible. Courses in the MET degree program are also very valuable in the upgrade or retraining of adults now in the work force. Students who complete an associate degree in MET may continue for a Bachelor of Science in Industrial Technology (IT) or Engineering Technology (ET) at the South Bend location.

#### Program Requirements

All courses are 3 credit hours, unless otherwise designated.

#### First Year (34 cr.)

##### First Semester

- CGT 11000 Technical Graphics Communications
- ENG-W 131 Elementary Composition 1
- MATH-M 115 Precalculus and Trigonometry (5 cr.)
- MET 14400 Materials and Processes II
- MET 16000 Analytical and Computational Tools in MET

##### Second Semester

- MET 10200 Production Design and Specifications
- MET 11100 Applied Statistics
- MET 14300 Materials and Processes
- MATH-M 119 Brief Survey of Calculus 1
- PHYS-P 221 Physics 1 (5 cr.)

#### Second Year (32 cr.)

##### Third Semester

- ECET 21400 Electricity Fundamentals
- MET 21100 Applied Strength of Materials (4 cr.)
- MET 21300 Dynamics
- MET 24500 Manufacturing Systems
- PHYS-P 222 Physics 2 (5 cr.)

##### Fourth Semester

- CAND 99100 Candidate (0 cr.)
- MET 21400 Machine Elements
- MET 22000 Heat and Power
- MET 23000 Fluid Power
- SPCH-S 121 Public Speaking
- Humanities or social science elective

#### CAND 99100

Course that students must enroll when registering for the last course for the certificate. There are no fees assessed for this course. No class attendance is required and no grade will be issued.

## Purdue University College of Technology | Mechanical Engineering Technology Selectives

### Mechanical Engineering Technology Selectives

#### Humanities/Social Science Elective

Courses can be taken from the following disciplines:

- Anthropology
- Economics
- English
- Foreign Language
- History
- Philosophy
- Political Science
- Psychology
- Sociology
- or Appreciation course in Art, Music, or Theatre

## Purdue University College of Technology | Electrical Engineering Electrical Engineering Technology

### Bachelor of Science

The Electrical Engineering Technology (EET) degree program combines courses in electricity, electronics, mathematics, science, the humanities, and social sciences. The basic curriculum provides EET students with sufficient education to find employment in the fields of communications electronics, industrial electronics, microwaves, military electronics, computer electronics, automation, industrial controls, electronic servicing, television, electrical power, aviation electronics, and others. A considerable amount of laboratory work is required.

### Program Requirements

All courses are 3 credit hours, unless otherwise designated.

#### First Year (33 Cr.)

##### First Semester

- CSCI-C 101 Computer Programming I
- ECET 12000 Gateway to EET
- ENG-W 131 Elementary Composition 1
- MATH-M 119 Brief Survey of Calculus 1
- TECH 12000 Technology and The Individual

##### Second Semester

- ECET 17700 DAQ & Systems Control
- ECET 17900 Intro to Digital Systems
- MATH-M 120 Brief Survey of Calculus 2
- PHYS-P 221 Physics 1 (5 cr.)
- SPCH-S 121 Public Speaking

#### Second Year (33 cr.)

##### Third Semester

- ECET 22000 Prof. Career Development (1 cr.)
- ECET 22900 Concurrent Digital Systems
- ECET 22700 DC & Pulse Electronics
- Business selective—select one of the following:
  - BUS-A 201 Introduction to Accounting I
  - BUS-L 201 Legal Environment of Business
  - ECON-E 103 Introduction to Microeconomics
  - ECON-E 104 Introduction to Macroeconomics
  - IT 10400 Industrial Organizations
  - IT 23000 Supply Chain Management
  - IT 33000 Industrial Sales & Sales Mgmt.
  - IT 33200 Purchasing, Inventory & Warehouse Management
  - OLS 25200 Human Relations in Organizations
  - OLS 27400 Applied Leadership
  - OLS 28400 Leadership Principles
  - OLS 32500 Meeting Management
- General Education Elective
- PHYS-P 222 Physics II (5 cr.)

##### Fourth Semester

- ECET 27000 Electronics Prototype Dev.

- ECET 27300 Modern Energy Systems
- ECET 27400 Wireless Communications
- Select one of the following:
  - ECET 27700 AC & Power Electronics
  - ECET27900 Embedded Digital Systems
  - Communications Selective

#### Third Year (31 cr.)

##### Fifth Semester

- Ecet Adv. Analysis Selective—select one of the following:
  - ECET 33500 Computer Arch/Perform Eval.
  - ECET 33700 Analog Signal Processing
  - ECET 33900 Digital Signal Processing
- Communications Selective
- Technical Selective
- TECH 32000 Technology & the Organization

##### Sixth Semester

- ECET 38000 Professional Issues in EET (1 cr.)
- ECET Elective
- MATH-K 310 Statistical Techniques
- TECH 33000 Technology & the Global Society
- General Education Elective
- Technical Selective

#### Fourth Year (30 cr.)

##### Seventh Semester

- ECET 43000 Product/Program Management
- IT 45000 Production Cost Analysis
- ECET Elective
- General Education Elective
- Technical Selective

##### Eighth Semester

- CAND 99100 (0 cr.)
- TECH 49600 Project Design/Development
- ECET Elective
- Free Elective
- General Education Elective
- Technical Selective

#### CAND 99100

Students MUST enroll in CAND 99100 in conjunction to their last course(s) for graduation. This is the student's application for graduation. There are no fees for this course. No class attendance is required and no grade will be issued.

## Purdue University College of Technology | Electrical Engineering Electives

### Electrical Engineering Technology Electives

#### ECET Elective Courses (12 cr.)

The courses listed below may not all be offered each year and the list of courses may be revised. See advisor for current course offerings. Prerequisites are shown in parenthesis.

- ECET 32900 Adv. Embedded Digital Syst. (ECET 27900)
- ECET 33500 Computer Arch/Perform Eval. (ECET 27900)
- ECET 33700 Analog Signal Processing (ECET 277)
- ECET 33900 Digital Signal Processing (ECET 27900)
- ECET 34900 Advanced Digital Systems (ECET 17900 and 22900)
- ECET 36400 Fund. of Electromagnetics (ECET 27700)
- ECET 38800 Analog IC Applications (ECET 33700)
- ECET 42800 Audio Electronics-Sel. Topics (ECET 33700, ECET 33900)
- ECET 44400 Wireless Syst: Design/Meas. (ECET 27400, ECET 36400)

### Technical Selectives (12 cr.)

- Limited to 2 courses (6 credits) in any one discipline
- Any College of Technology course (including ECET)
- Laboratory-based science course in physics, chemistry, or biology

### Communication Selective (6 cr.)

Select one course from each category below

#### Written Communications (3 cr.)

- ENGL 42100 Technical Writing
- ENG-W 203 Creative Writing level or higher
- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 270 Argumentative Writing

#### Oral Communication (3 cr.)

- Communication or Speech course 20000 level or higher

### General Education Electives (12 cr.)

- Limited to two courses (6 cr.) in any one discipline

Any courses from: anthropology, English, history, music, philosophy, political science, psychology, religious studies, sociology, theatre, women's studies

### CAND 99100

Course that students must enroll when enrolling for the last course for graduation. This is the student's application for graduation. There are no fees assessed for this course. No class attendance is required and no grade will be issued.

## Purdue University College of Technology | Engineering Technology B.S.

### Engineering Technology

#### Bachelor of Science

The Engineering Technology (ET) degree program is geared toward application of ideas and theories and innovation. It is based on the foundation of science, technology, engineering, and mathematics (STEM). This degree program provides students with a broad range of exciting experiences in: computer graphics technology; computer and information technology; electrical engineering technology; industrial technology; mechanical engineering technology; and organizational leadership and supervision.

The United States Department of Education recognizes ET as a field that is primarily focused on engineering values and ideas, along with the technical skills necessary for typical engineering development projects. ET involves functions for research, production, operations, and programs that are designed for specific engineering fields.

Engineering technologists can use their education and application of STEM, for example, to help make and/or manage the production and related processes of roads/bridges, buildings, power distribution systems, racing teams, computers, software, electronic instruments, environment, and transportation systems that are used daily.

The ET graduate is prepared to immediately begin technical assignments, since many technology programs stress current industrial practices and design procedures. The ET graduate can apply established procedures which utilize current state-of-the-industry practice. The ET graduate is more likely to get hands-on jobs in technical sales, as a team leader, working in a laboratory, or field position.

Graduates work for companies across the technological, construction, distribution, health care, and engineering spectrum; but they are best suited to areas that deal with application, production, implementation, engineering operation, sales, and distribution, as opposed to the conceptual design and research functions performed by typical engineering graduates.

Entry-level positions in product design, testing, development, systems engineering, field engineering or production, technical operations, and quality control are all common positions for ET graduates. Graduates are eligible to become registered professional engineers in most states, with wide variation in the qualification requirements.

#### Program Requirements

(All courses are 3 credit hours, unless otherwise designated.)

#### First Year (32 cr.)

##### First Semester

- CGT 11000 Technical Graphics Communications
- MATH-M 115 Precalculus and Trigonometry (5 cr.)
- TECH 10500 Introduction to Engineering Technology

- TECH 12000 Technology and the Individual

Select one of the following:

- MET 14300 Materials and Processes I
- MET 14400 Materials and Processes II

### Second Semester

- CNIT 15500 Introduction to Object-Oriented Programming
- ENG-W 131 Elementary Composition 1
- IT 21400 Introduction to Lean Manufacturing
- MATH-M 119 Brief Survey of Calculus 1
- SPCH-S 121 Public Speaking

### Second Year (35 cr.)

#### Third Semester

- CGT 22600 Introduction to Constraint-Based Modeling
- CNIT 17600 Information Technology Architecture
- MET 24500 Manufacturing Systems
- PHYS-P 221 Physics 1 (5 cr.)
- ECET course selective

#### Fourth Semester

Select one of the following:

- ECON-E 103 Introduction to Microeconomics; or
- ECON-E 104 Introduction to Macroeconomics
- MET 11100 Applied Statistics
- OLS 25200 Human Relations in Organizations
- ECET core selective
- Technical selective

### Third Year (30 cr.)

#### Fifth Semester

- COMM 32000 Small Group Communication
- IT 34200 Introduction to Statistical Quality
- TECH 32000 Technology and the Organization
- Humanities or liberal arts elective
- Technical selective

#### Sixth Semester

- ENGL 42100 Technical Writing
- IT 44600 Six Sigma Quality
- OLS 28400 Leadership Principles
- TECH 33000 Technology and the Global Society
- Technical selective

### Fourth Year (31 cr.)

#### Seventh Semester

- IT 45000 Production Cost Analysis
- TECH 49600 Senior Design Project Proposal (1 cr.)

Select one of the following:

- COM 30300 Intercultural Communication; or
- COM 31400 Advanced Presentational Speaking
- Laboratory Science Elective (5 cr.)
- Free elective
- Technical selective

#### Eighth Semester

- CAND 99100 (0 cr.)
- TECH 49700 Senior Design Project (2 cr.)
- Free elective
- Humanities or liberal arts elective
- Technical selective
- Technical selective

## Purdue University College of Technology | Engineering Technology Concentrations

### Engineering Technology

#### Nanotechnology Concentration

#### Program Requirements

(All courses are 3 credit hours, unless otherwise designated.)

#### First Year (32 cr.)

##### First Semester

- CGT 11000 Technical Graphics
- MATH-M 115 Precalculus & Trigonometry (5 cr.)
- TECH 10500 Introduction to Engineering Technology
- TECH 12000 Technology & the Individual

Select one of the following:

- MET 14300 Materials & Processes I
- MET 14400 Materials & Processes II (offered only in spring)

##### Second Semester

- CNIT 15500 Introduction to Object-Oriented Programming
- ENG-W 131 English Composition 1
- IT 21400 Introduction to Lean Manufacturing
- MATH-M 119 Brief Survey of Calculus 1
- SPCH-S 121 Public Speaking

#### Second Year (32 cr.)

##### Third Semester

- CNIT 17600 Info. Tech. Architecture
- CGT 22600 Introduction to Constraint Based Modeling
- MET 24500 Manufacturing Systems
- PHYS-P221 Physics 1 (5 cr.)
- ECET Selective

##### Fourth Semester

- MATH-M 120 Brief Survey of Calculus 2
- MET 11100 Applied Statics
- OLS 25200 Human Relations in Organizations
- PHYS-P 222 Physics 2

Select one of the following:

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

#### Third Year (30 cr.)

##### Fifth Semester

- COM 32000 Small Group Communication
- IT 34200 Intro to Statistical Quality
- TECH 32000 Technology & the Organization

- ECET Elective
- Nanotechnology Selective

#### Sixth Semester

- CHEM-C 101 Elementary Chemistry 1; and
- CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)
- ENGL 42100 Technical Writing
- IT 44600 Six Sigma Quality
- OLS 28400 Leadership Principles
- TECH 33000 Technology & the Global Society

#### Fourth Year (32 cr.)

##### Seventh Semester

- CHEM-C 102 Elementary Chemistry 2 (3-5 cr.)
- COM 30300 Intercultural Comm; or
- COM 31400 Adv. Presentational Speaking
- IT 45000 Production Cost Management
- MET 44600 Micro & Nano Manufacturing
- TECH 49600 Senior Design Project Proposal (1 cr.)
- Humanities/Liberal Arts Elective

##### Eighth Semester

- CAND 99100 (0 cr.)
- ECET 32100 Introduction to Nanotechnology
- TECH 49700 Senior Design Project (2 cr.)
- Nanotechnology Selective
- Humanities/Liberal Arts/Electives
- Technical Selective
- ECET Selectives
- ECET 21400 Electricity Fundamentals
- ECET 23300 Electronics and Industrial Controls

#### Energy Concentration

#### Program Requirements

(All courses are 3 credit hours, unless otherwise designated.)

#### First Year (34 cr.)

##### First Semester

- MATH-M 115 Precalculus & Trigonometry (5 cr.)
- MET 14300 Materials & Processes I
- TECH 10500 Introduction to Engineering Technology
- TECH 12000 Technology & the Individual
- ECET Selective

##### Second Semester

- ENG-W 131 Elementary Composition 1
- MATH-M 119 Brief Survey of Calculus 1
- MET 11100 Applied Statics
- PHYS-P 221 Physics 1 (5 cr.)
- ECET Selective

#### Second Year (32 cr.)

##### Third Semester

- MATH-M 120 Brief Survey of Calculus 2
- MET 24500 Manufacturing Systems
- PHYS-P 222 Physics 2
- SPCH-S 121 Public Speaking
- ECET Energy Selective

#### Fourth Semester

- CNIT 15500 Intro to Object-Oriented Programming
- IT 21400 Intro to Lean Manufacturing
- MET 22000 Heat & Power
- MET 23000 Fluid Power

Select one of the following:

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

#### Third Year (30 cr.)

##### Fifth Semester

- CGT 11000 Technical Graphics Communication
- COM 32000 Small Group Communication
- IT 34200 Intro to Statistical Quality
- TECH 32000 Technology & the Organization
- ECET Energy Selective

##### Sixth Semester

- CGT 22600 Intro to Constraint-Based Modeling
- IT 44600 Six Sigma Quality
- OLS 25200 Human Relations in Organizations
- TECH 33000 Technology & the Global Society
- ECET Energy Selective

#### Fourth Year (34 CR.)

##### Seventh Semester

- CNIT 17600 Information Technology Architectures
- IT 45000 Production Cost Analysis
- TECH 49600 Senior Design Project Proposal (1 cr.)
- CHEM-C 101 Elementary Chemistry 1 (3-5 cr.); and
- CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)
- ME Energy Selective

##### Eighth Semester

- COM 30300 Intercultural Comm; or
- COM 31400 Adv. Presentational Speaking
- ENGL 42100 Technical Writing
- OLS 28400 Leadership Principles
- TECH 49700 Senior Design Project (2 cr.)
- CAND 99100 (0 cr.)
- ECET Energy Selective
- MET Energy Selective

## Purdue University College of Technology | Engineering Technology Selectives

### Engineering Technology Selectives

#### Technical Selectives

At least 12 cr. hrs. must be at the 300 level or above and at least 6 cr. hrs. must be in the same discipline. Courses listed below may not all be offered each year and the list of courses may be revised. See advisor for current course listing.

- ECET 38500 Intro to Automotive Electronics
- IT 33000 Industrial Sales & Sales Management
- IT 33200 Purchasing, Inv. & Warehouse Mgmt.
- IT 34500 Automation ID Data Capture

- IT 35100 Adv. Industrial Safety & Health Mgmt.
- IT 38100 Total Production Maintenance
- IT 38500 Industrial Ergonomics
- IT 43200 Financial Transaction Distribution
- IT 43400 Global Trans. & Logistics Mgmt.
- IT 43500 Distribution Mgmt. Policy
- IT 44200 Production Planning
- IT 48300 Facility Design for Lean Manufacturing
- MET 30200 CAD in the Enterprise
- MET 38200 Controls and Instrumentation
- MET 45100 Manufacturing Quality Control
- MFET 30000 Computer Integrated Manf. Technology
- MFET 31100 Computer-Aided Design in Manf.
- OLS 48400 Leadership Strategies for Quality Productivity
- OLS 35100 Innovation and Entrepreneurship
- OLS 48800 Leadership for Lean Enterprise
- MET 32900 Applied Heat Transfer
- MET 33400 Advanced Fluid Power
- MET 42100 Air Conditioning & Refrigeration
- MET 42200 Power Plants & Energy Conversion
- MET 42400 Green Processes & Sustainability
- MET 42600 Internal Combustion Engines
- CAND 99100 – Course that students must enroll when enrolling for the last course for graduation. This is the student's application for graduation. There are no fees assessed for this course. No class attendance is required and no grade will be issued.

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### ECET Electives

- ECET 21400 Electricity Fundamentals
- ECET 23300 Electronics and Industrial Controls

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### Nanotechnology Selectives (see academic advisor)

- Chemistry course TBD
- Physics course TBD

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### Technical Selectives

- ECET 38500 Intro to Automotive Electronics
- IT 33000 Industrial Sales & Sales Management
- IT 33200 Purchasing, Inv. & Warehouse Mgmt.
- IT 34500 Automation ID Data Capture
- IT 35100 Adv. Industrial Safety & Health Mgmt.
- IT 38100 Total Production Maintenance
- IT 38500 Industrial Ergonomics
- IT 43200 Financial Transaction Distribution
- IT 43400 Global Trans. & Logistics Mgmt.
- IT 43500 Distribution Mgmt. Policy
- IT 44200 Production Planning
- IT 48300 Facility Design for Lean Manufacturing
- MET 30200 CAD in the Enterprise
- MET 38200 Controls and Instrumentation
- MET 45100 Manufacturing Quality Control
- MFET 30000 Computer Integrated Manf. Technology
- OLS 48400 Leadership Strategies for Quality Productivity
- OLS 35100 Innovation and Entrepreneurship
- OLS 48800 Leadership for Lean Enterprise

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### ECET Selectives – Energy Concentration

- ECET 12000 Gateway to EET
- ECET 17700 DAQ and Systems Control

### ECET Energy Selectives

- ECET 22700 DC and Pulse Electronics
- ECET 27300 Modern Energy Systems
- ECET 37100 Automation, Instrumentation & Process Control (4 cr.)
- ECET 38100 Electrical Distribution Systems (4 cr.)

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### MET Energy Selectives

- MET 31300 Applied Fluid Mechanics
- MET 32000 Applied Thermodynamics

## Purdue University College of Technology | Industrial Technology

### Industrial Technology

#### Certificate

Students may complete the certificate program by satisfactorily completing all courses listed with a grade of C or higher. Transfer credit applied to the certificate is limited to no more than 6 credit hours.

#### Foundation (6 cr.)

- IT 10400 Industrial Organization
- IT 21400 Introduction to Lean Manufacturing

#### Broadening (6 cr.)

- IT 23000 Industrial Supply Chain Management
- IT 35100 Advanced Industrial Safety and Health Management

#### Specialization (6 cr.)

- IT 33000 Industrial Sales and Sales Management
- IT 33200 Purchasing, Inventory, and Warehouse Management
- IT 34500 Automatic Identification and Data Capture
- IT 38100 Total Productive Maintenance
- IT 38500 Industrial Ergonomics

#### Bachelor of Science

Industrial Technology (IT) is an academic discipline that integrates technological and managerial sciences. As such, the IT curriculum is a management-oriented technical curriculum built upon a balanced program of studies drawn from a variety of disciplines related to manufacturing technology. Included is a sound knowledge and understanding of materials and production processes, supply chain management, physical sciences, mathematics, statistics, automation, lean concepts, communications, and other relevant technical skills that permit the graduate to resolve technical-managerial and manufacturing production problems.

Given the high concentration of manufacturing companies and related employment opportunities in Michiana, local delivery of Purdue's IT degree helps to fill the area's demand for educated technologists. Entry-level position titles include: facilities planner, industrial engineer, industrial trainer, manufacturing engineer, product manager, production supervisor, quality assurance engineer, safety systems specialist, sales engineer, statistical process control specialist, and technical manager.

In addition to the technical core, the program contains several technical and general electives. This flexibility makes the program very accommodating to individuals with some college or an associate degree wishing to earn a Purdue University degree in technology. Students with no prior postsecondary experience find the broad treatment of technical topics appealing.

#### Program Requirements

(All courses are 3 credit hours, unless otherwise designated.)

#### First Year

##### First Semester

- ENG-W 131 Elem. Composition
- IT 10400 Industrial Organizations
- MATH-M 115 Precalculus & Trigonometry
- SPCH-S 121 Public Speaking
- TECH 12000 Technology & The Individual

##### Second Semester

- CNIT 13600 Personal Computer Tech & Apps
- IT 21400 Introduction to Lean Manufacturing

##### English Composition Selective—select one of the following:

- ENGL 42100 Technical Writing
- ENG-W 231 Professional Writing Skills
- ENG-W 232 Intro to Business Writing
- ENG-W 270 Argumentative Writing
- ENG-W 315 Writing for the Web

##### Economics—select one of the following:

- ECON-E 103 Intro to Microeconomics
- ECON-E 104 Intro to Macroeconomics
- PHYS-P 221 General Physics I (5 cr.)

#### Second Year

##### Third Semester

- CGT 11000 Technical Graphics Communication
- ECET 21400 Electricity Fundamentals
- IT 23000 Industrial Supply Chain Management
- Math or Computing Selective
- MET 14300 Materials & Processes I

##### Fourth Semester

- IT 35100 Adv. Industrial Safety & Health Mngt.
- Humanities or Social Science Elective
- Technical Elective
- Math or Computing Selective
- Free Elective

#### Third Year (29 cr.)

##### Fifth Semester

- IT 34200 Introduction to Statistical Quality
- MET 24500 Manufacturing systems
- TECH 32000 Technology & the Organization
- Lab Science Selective (5 cr.)

##### Sixth Semester

- IT 38500 Industrial Ergonomics
- TECH 33000 Technology & the Global Society
- Technical Elective
- Science Selective
- Free Elective

#### Fourth Year (30 cr.)

##### Seventh Semester

- IT 44200 Production Planning
- IT 45000 Production Cost Analysis
- MFET 30000 Appl of automation in Manufacturing
- Technical Elective (300 or 400 level)

- Technical Elective (300 or 400 level)

### **Eighth Semester**

- CAND 991 (0 cr.)
- Technical Elective (300 or 400 level)
- Speech/Communication Elective
- Free Elective
- Free Elective
- Free Elective

### **CAND 99100**

Students MUST enroll in CAND 99100 in conjunction to their last courses(s) for graduation. This is the student's application for graduation. There are no fees for this course. No class attendance is required and no grade will be issued.

## **Purdue University College of Technology | Industrial Technology Selectives**

### **Industrial Technology Selectives**

#### **Speech/Communication Elective**

Select one of the following:

- SPCH-S 223 Business \* Professional Speaking
- SPCH-S 322 Adv. Interpersonal Communication
- SPCH-S 380 Nonverbal Communication
- SPCH-S 440 Organizational Communication
- SPCH-S 444 Political Communication
- SPCH-S 450 Gender & Communication
- Technical Elective (300 or 400 level)

### **Technical Electives—any course from the College of Technology**

300 or 400 level

- IT 33000 Industrial Sales & Sales Management
- IT 33200 Purchasing, Inventory, & Warehouse Mngt.
- IT 34500 Automatic Identification & Data Capture
- IT 8100 Total Productive Maintenance
- IT 44500 Problem solving w/Automatic Data Collection
- IT 44600 Six Sigma Quality
- IT 48300 Facility Design for Lean Manufacturing
- MET 38200 Controls & Instrument Automation
- MET 45100 Manufacturing Quality Control

### **Math and Computing Selectives**

Math and computer selectives are courses taken from the following disciplines:

- Informatics (INFO)
- Computer & Information Technology (CNIT)
- Computer Science (CSCI)
- Mathematics—above the level of Math-M 115 (Math-M 118, Math-M 119 or Math-M 215, Math-M 120 or Math-M 216, Math-K 310)

### **Science Selectives**

Students must take at least ONE lab science course

#### **Lab Science Courses**

- PHYS-P 222 or 202 Physics II/General Physics II

- BIOL-L 100 Humans & the Biological World
- BIOL-N 190 The Natural World (MUST have lab component)
- CHEM-C 101 & CHEM-C 121 Elementary Chemistry & Lab
- PHYS-N 190 The Natural World (MUST have lab component)

### **Science Courses**

- PHSL-P 130 Human Biology
- AST-N 190 The Natural World
- GEOL-G 111 Physical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-N 190 The Natural World

### **Free Electives**

Courses from any discipline at the 100–400 level

### **Humanities/Social Science Electives**

Any course from the following disciplines: Anthropology, English, Foreign Languages, History, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Theatre, Women's Studies

## Purdue University College of Technology | Organizational Leadership and Supervision

### Organizational Leadership and Supervision

The primary objective of the Organizational Leadership and Supervision (OLS) degree program is the education and development of graduates who are career-ready for leadership roles in business, industry, and service agencies. It is a highly individualized, practical, people-oriented approach to the practice of supervision. The curriculum is designed to provide the necessary supervisory skills with a broad range of technical knowledge. This enables students to acquire the expertise they need to function effectively in a high-technology society.

Graduates are employed in various leadership positions in areas such as supervision, production control, quality control, process engineering, customer service, training and development, human resources management, technical sales, general management, and the military services.

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#### Certificate (27 cr.)

All courses are 3 credit hours, unless otherwise designated.

The OLS certificate consists of nine courses, 27 credit hours. The certificate program is only available through registration at one of the statewide College of Technology sites. Courses completed for the certificate can be counted toward the bachelor's degree.

- CAND 99100 Candidate (0 cr.)
- ENG-W 131 Elementary Composition
- OLS 25200 Human Relations in Organizations
- OLS 27400 Applied Leadership
- OLS 38600 Leadership for Organizational Change
- OLS 47700 Conflict Management
- OLS 34600 Critical Thinking and Ethics
- OLS 45000 Project Management
- SPCH-S 121 Public Speaking

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#### Bachelor of Science

The Bachelor of Science degree program is designed to fill the needs for further education for the following: those who have the associate degree; those who want to advance their knowledge and skills in the field of supervision; and those who desire academic work in supervision to make them more employable. This program is designed to prepare students for careers in supervisory management, personnel work, and employee training and development.

#### Program Requirements

(All courses are 3 credit hours, unless otherwise designated.)

#### First Year (32 cr.)

##### First Semester

- ENG-W 131 Elementary Composition 1
- MATH-M 115 Precalculus and Trigonometry
- OLS 27400 Applied Leadership

- SPCH-S 121 Public Speaking
- TECH 12000 Technology & the Individual

##### Second Semester

- CNIT 13600 Personal Computing Technology & Applications
- OLS 25200 Human Relations in Organizations
- OLS 28400 Leadership Principles
- Free Elective
- Science Selective

#### Second Year (32 cr.)

##### Third Semester

- OLS 38600 Leadership for Organizational Change
- OLS 38800 Leadership Through Teams
- Science Selective (5 cr.)

##### Select one of the following:

- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology

##### Select one of the following:

- ECON 103 Introduction to Microeconomics
- ECON 104 Introduction to Macroeconomics

##### Fourth Semester

- IT 23000 Industrial Supply Chain Management
- OLS 36400 Critical Thinking and Ethics
- OL 37600 Human Resource Issues
- Technical Elective

##### Statistics—Select one of the following:

- IT 34200 Intro. to Statistical Quality
- MATH-K 310 Statistical Techniques
- PSY-P 354 Statistical Analysis in Psychology
- SOC-S 351 Social Statistics

#### Third Year (30 cr.)

##### Fifth Semester

- BUS-A 201 Introduction to Financial Accounting
- OLS 47700 Conflict Management
- TECH 32000 Technology & the Organization
- OLS Selective

##### OLS Experiential Requirement—Select one from the following:

- OLS 49900 Independent Study
- OLS 49100 Internship Program

##### Sixth Semester

- OLS 48400 Leadership Strategies for Quality & Productivity

##### Select one of the following:

- BUS-A 202 Introduction to Managerial Accounting
- IT 45000 Production Cost Analysis
- TECH 33000 Technology & the Global Society
- Communication/Speech Selective
- Free Elective

**Fourth Year (30 cr.)****Seventh Semester**

- OLS 45000 Project Management
- OLS Selective
- English Selective (any English except prerequisite English courses)
- Technical Elective

**Select one of the following:**

- PHIL-P 105 Thinking and Reasoning
- History course
- Political Science

**Eighth Semester**

- CAND 99100 Candidate (0 cr.)
- OLS Selective

**English Selective-select one of the following:**

- ENG-W 231 Professional Writing Skills
- ENG -W 232 Introduction to Business Writing
- ENG -W 270 Argumentative Writing
- ENG -W 315 Writing for the Web
- ENGL 42100 Technical report writing
- Technical Elective
- Technical Elective
- Technical Elective

**CAND 99100**

Course that students must enroll when registering for the last course for the certificate. There are no fees assessed for this course. No class attendance is required and no grade will be issued.

## Purdue University College of Technology | Organizational Leadership and Supervision Selectives

**Organizational Leadership and Supervision Electives****OLS Selectives**

- OLS 35100 Innovation & Entrepreneurship
- OLS 44000 Leading with Integrity
- OLS 37800 Labor/Management Relations
- OLS 37500 Training Methods
- OLS 45400 Gender & Diversity in Management
- OLS 45600 Leadership in a Global Environment
- OLS 47600 Compensation Planning and Management
- OLS 47900 Staffing Organizations
- OLS 48700 Leadership Philosophy
- OLS 48400 Leadership Strategies for Quality
- OLS 48800 Leadership for Lean Enterprise

**Science Selective**

**(1 course must be from the lab science list and 1 course from the science course list)**

**Laboratory Science Courses**

- BIOL-L 100 Humans and the Biological World
- BIOL-N 190 The Natural World

- CHEM-C 101 Elementary Chemistry 1; and
- CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)
- PHYS-N 190 The Natural World (has to have a laboratory and be the 5 cr. course)

**Select one of the following:**

- PHYS-P 201 General Physics 1
- PHYS-P 221 Physics 1

**Select one of the following:**

- PHYS-P 202 General Physics 2
- PHYS-P222 Physics 2

**Science Courses**

- ANTH-B 200 Bioanthropology
- AST-N 190 The Natural World
- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-N 190 The Natural World
- PHSL-P 130 Human Biology

**Technical Electives:**

Courses that will enhance and improve a student's career preparation. They are not necessarily "technical" in nature and can be from any discipline that furthers career development. See Academic Advisor for pre-approval of courses.

**Communication/Speech Selective**

- SPCH-S 122 Interpersonal Communication
- SPCH-S 223 Business and Professional Speaking
- SPCH-S 229 Discussion and Group Methods
- SPCH-S 380 Nonverbal Communication
- SPCH-S 450 Gender and Communication

**CAND 99100**

Course that students must enroll when enrolling for the last course for graduation. This is the student's application for graduation. There are no fees assessed for this course. No class attendance is required and no grade will be issued.

## Purdue University College of Technology | Course Descriptions

### Course Descriptions

**cgt****CGT 11000 Technical Graphics Communications**

**(3 cr.)** This course is an introduction to the graphic language used to communicate design ideas using CAD. Topics include: sketching, multiview drawings, auxiliary views, pictorial views, working drawings, dimensioning practices, and section views. I

**CGT 22600 Introduction To Constraint-Based**

**Modeling (3 cr.)** Introduction to 2D and 3D geometry and construction techniques used in the construction of constraint-based models. Emphasis is on the downstream applications of 3D solid modeling databases.

**cnit****CNIT 13600 Personal Computing Technology and Applications (3 cr.)**

This course provides intermediate coverage of PC technology and problem solving. Topics include computer hardware, operations and ethics, and operating systems and environments. Students gain hands-on skills with applications such as desktop and file management; word processing; spreadsheets; presentation graphics; electronic mail; personal information management; and Internet browsing, searching, and publishing. II

**CNIT 15500 Introduction to Object-Oriented Programming (3 cr.)**

This course introduces fundamental computer programming concepts. Topics include: problem solving and algorithm development, programming standards, variables, data types, operators, decisions, repetitive structures, modularity, arrays, sequential files, user interface construction, software testing and debugging, all within an object-oriented programming framework. The concepts and skills learned in this course are transferable to a wide variety of contemporary programming languages and software development tools. PC literacy required.

**CNIT 17600 Information Technology Architecture (3 cr.)**

A conceptual and technological survey of information technology architectures inclusive of operating systems, network operating systems, distributed systems architectures, and distributed application architectures. Interoperability between these architectural components is explored. Current technology and trends in each architectural element are reviewed. PC literacy required.

**CNIT 17500 Visual Programming (3 cr.)**

This course introduces event-driven application development and programming using a visual programming environment. Topics include problem solving and program design, control structures, objects and events, user interface construction, documentation, and program testing. Credit may be established in only one of: CPT 15500 or CPT 17500 or CPT 25000. PC literacy required.

**Course Folderecet****ECET 17700 DAQ & Systems Control (3 cr.)** P: ECET 12000.

Fundamental electrical parameters and measurement techniques are introduced. These are then applied to implementing power interfaces, actuators and sensors. Modules that provide signal conditioning, data conversion, filtering and controllers are evaluated. A full, closed loop control system is built and evaluated.

**ECET 17900 Circuit Analysis (3 cr.)** P: ECET 12000 & CSCI-C 101.

This course introduces computing systems and defines the major classes of computing devices. Sequential and concurrent operations, along with logic and control structures, are covered. Knowledge of fundamental computing principles is discovered. Common software tools are used to create, test, and debug systems. Systems are constructed from standard blocks with a focus on subsystem operation and performance, troubleshooting/debugging and testing. Common applications of embedded systems are introduced.

**ECET 12000 Gateway to EET (3 cr.)**

This course introduces students to the academic and professional field of electrical and computer engineering technology. Familiar applications of technology that impact today's and tomorrow's society are blended with foundational electrical and electronics principles. Practical systems are examined to illustrate the diverse knowledge required to design, analyze, and solve problems in multifaceted systems. Skills needed to explore electronic systems using standard laboratory instrumentation and methods of measurement are introduced.

**ECET 22000 Professional Course Development (1 cr.)**

This course expands the student's knowledge about the EET program. Included are topics such as: options and electives in the EET curriculum; the EET plan of study; student activities, including professional practice and organizations; international opportunities; employment and career opportunities; plant tours; and guest lectures, featuring EET alumni.

**ECET 22700 DC & Pulse Electronics (3 cr.)** P: ECET 17700 and Math 119.

Capacitors, inductors, oscillators, rectifiers, bipolar and MOSFET power switches, switching power supplies, half- and full-H bridges, switching audio power amplifiers, op amp differential, composite and single supply operation, and linear regulators are studied. Computer-aided analysis of circuits is utilized.

**ECET 22900 Concurrent Digital Systems (3 cr.)**

P: ECET 12000.

This course establishes a foundation for concurrent digital systems. Common methods of describing digital circuit operation are studied along with the techniques for translation between any two methods. Basic building blocks of digital systems are defined and applied. Analysis techniques for combinational and sequential logic circuits or subsystems are covered. Computer-based development tools, programmable logic devices, and technical reference sources are used to build, test, and evaluate digital systems.

**ECET 23300 Electron Industrial Control (3 cr.)** P: ECET 21400.

Familiarization with electronics as applied to industry. Basic theory and application of electronics to controls for industrial equipment and data processing. Not open to ECET students.

**ECET 27000 Electronics Prototype Development (3 cr.)**

P: ECET 17900, ECET 22700, ECET 22900.

This course introduces project planning and basic concepts in electronic design automation (EDA). The student develops a portion of an electronic system using EDA, design for testing (DFT), surface mount technology (SMT), design for manufacturability (DFM), and component characteristic selection techniques. New construction and testing techniques are introduced.

**ECET 27300 Modern Energy Systems (3 cr.)** P: ECET 12000 and Physics I.

This course is an introduction to modern energy system technologies. Topics include energy conversion fundamentals, efficiency, and renewable energy technologies such as wind, solar, and geothermal. Other

topics include central and distributed generation, and power plant fundamentals.

**ECET 27400 Wireless Communication (3 cr.)** P: ECET 22700, ECET 27000, Physics I.

The theory and techniques of wirelessly sending information (voice, music, data) from one location to another is studied from a systems point of view. This includes a signal analysis, modulation techniques, transmitters, receivers, low noise amplifiers, and filters in the RF frequency spectrum. In addition, special topics of current interest are introduced. This course incorporated a student-based communication design and analysis laboratory.

**ECET 27700 AC & Power Electronics (3 cr.)** P: ECET 17700.

AC Circuits including the  $j$  operator, phasors, reactance and impedance are studied. Circuit laws, network theorems, and the application of circuit analysis techniques to amplifiers used in power electronics, including power MOS devices, thyristors, and other appropriate applications. Computer-aided analysis of circuits is used. Course offered on a rotational basis.

**ECET 27900 Embedded Digital Systems (3 cr.)**

P: ECET 17900.

A course emphasizing the advanced applications of embedded digital systems. Topics include embedded system architecture, use of advanced programmable counter/timer arrays, analog interfaces, serial communication, and interrupts. Course offered on a rotational basis.

**ECET 32100 Introduction to Nanotechnology (4 cr.)**

P: ECET 20700 or ECET 27700 or 21400.

This course introduces the field of nanotechnology. The downscaling to nanoelectronics, properties of nanomaterials and the tools of nanoelectronics, properties of nanomaterials and the tools of nanotechnology are studied. Interdisciplinary research and commercial applications are reviewed. The course includes participation in research seminars and hands-on laboratory experiences with nanotechnology instrumentation. Course offered on a rotational basis.

**ECET 32900 Adv. Embedded Digital Systems (3 cr.)**

P: ECET 27900.

A course emphasizing the use of embedded real-time operating systems (RTOS). Students complete systems-level projects using an RTOS. Course offered on a rotational basis.

**ECET 33500 Computer Arch/Perform Eval (Advanced Analysis Selective) (3 cr.)** P: ECET 27900, Math-M 119, Math-K 310.

The course focuses on the evaluation, implementation and application of computers and embedded systems. The architecture of modern computer CPUs and their peripheral subsystems are presented at the block level, with emphasis on the memory hierarchy, techniques for performance improvement, and the instruction set. Analytic performance evaluation techniques, including probability and stochastic processes, are introduced and developed, as well as common benchmarking

tools for quantifying performance and solving problems. Students apply common performance evaluation tools and implement performance evaluation algorithms of their own creation, comparing time and space performance. Course offered on a rotational basis.

**ECET 33700 Analog Signal Processing (Advanced Analysis Selective) (3 cr.)** P: ECET 27700, Math-M 119.

This advanced course in analog circuit analysis stresses network theorems and solutions of time and frequency domain problems. Transform circuit and signal analyses, using Laplace and Fourier techniques, are applied in active filter design. Software tools are employed to solve mathematical problems. Course offered on a rotational basis.

**ECET 33900 Analog Signal Processing (Advanced Analysis Selective) (3 cr.)** P: ECET 27900, Math-M 120.

The course introduces students to the fundamental principles associated with processing discrete time signals. The architecture, instruction set and hardware and software development tools associated with a fixed point general purpose VLSI digital signal processor are examined. Some common real-time applications are implemented such as digital filters and DFT-based spectral estimation on a typical fixed point digital signal processor. Course offered on a rotational basis.

**ECET 34900 Advanced Digital Systems (3 cr.)** P: ECET 17900 and ECET 22900.

This course investigates complex digital systems that are implemented with field programmable gate arrays (FPGAs) using concurrent and sequential digital design techniques. Applications will include interfacing with analog signals and memory systems. Course offered on a rotational basis.

**ECET 36400 Fundamentals of Electromagnetics (3 cr.)**

P: ECET 27700, Math-M 120, Physics II.

This course introduces the fundamentals of electromagnetics in both theory and application. Wave propagation, transmission lines, port parameters, antenna theory, and antenna design are studied. Other topics include Maxwell's equations, propagation losses, RF signal measurement, impedance matching, and Smith chart applications. Course offered on a rotational basis.

**ECET 37100 Automation, Instrumentation & Process Control (4 cr.)**

A project-oriented course combining key areas of automation, instrumentation and process control. The course covers automatic testing, computer interfacing, data collection, robotic controls, programmable logic controllers, and graphical process control software. A final project is an integrated system. Course offered on a rotational basis.

**ECET 38000 Professional Issues in EET (1 cr.)**

This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to EET graduates. Information relating to personal job and career choices, resumes, and interviews are included.

**ECET 38100 Electrical Distribution Systems (4 cr.)**

P: ECET 23100 or ECET 27300. A study of the design and operation of electric distribution systems including estimated demand, demand calculations, energy

conservation, faults on power systems, power quality, power factor improvement, electric rates, voltage drops, protective devices, illumination, and the applicable portions of the National Electric Code (NEC). Both new facilities and additions to existing facilities are included. Course offered on a rotational basis.

**ECET 38500 Introduction to Auto Electronics (4 cr.)**

P: ECET 20700 or ECET 21400. This course is a study of automotive electronics components and systems. Main topics are sensors, actuators, engine fuel systems and ignition systems. Also covered are braking, emissions, General Motors Class II bus, and On-Board Diagnostic (OBD) systems and emerging technologies. Course offered on a rotational basis.

**ECET 42800 Audio Electronics—Sel. Topics (3 cr.)**

P: ECET 33700, ECET 33900.

Define, implement, and evaluate the performance of the electronic elements in a professional audio system such as preamplifiers, signal encoding and transmission, data storage, signal reception and decoding, mixers, post processors, and power amplifiers. Both analog and digital signal processing may be implemented in each of the electronic elements. Course offered on a rotational basis.

**ECET 43000 Product/Program Management (3 cr.)**

P: ECET 27000, TECH 32000, and 9 cr. hrs. of ECET 300-level or higher courses.

This course deals with the planning of electrical and electronic products and projects. Research methods are studied to support new product development including customer needs and the development of engineering requirements. Formal techniques such as functional decomposition, top-down and bottom-up design techniques are studied. Planning and design alternatives to meet cost, performance, and user-interface goals are emphasized. Technical topics are revisited with emphasis on new applications. The various types and levels of new product system tests are studied. New product planning, scheduling, and management techniques are studied, along with the usage of software tools for project scheduling and management. Creativity is stressed, and the different approaches taken by the designers are compared and discussed.

**ECET 44400 Wireless Systems: Design/Measurement (3 cr.)** P: ECET 27400, ECET 36400.

In this course wireless RF signals and microwave circuit designs are studied. Topics include signal analysis, RF signal measurement, microstrip design and analysis, Smith chart applications, RF circuit design, s-parameters, power dividers and couplers, filter design, and advanced RF PCB layout. Course offered on a rotational basis.

**ECET 46000 Project Design & Development (3 cr.)**

P: ECET 43000. An extensive individual or small group design project is carried out with guidance from a faculty advisor. This course includes determining customer requirements, considering design alternatives, prototyping, project integration, and testing. The project is completed as a robust prototype. The course concludes with a formal written report and a presentation of the project to faculty and invited industrial guests.

**ECET 22400 Electronic Systems (3 cr.)** P: MATH-M 125

This course is a survey of key electrical and electronics systems, their basic performance and applications. DC fundamentals include sources, resistance, Ohm's and Kirchhoff's Laws with simple circuits. AC systems include transformers and reactive elements, power production and distribution, filtering, motors and relays. Computer systems are presented with a microprocessor and provide the ability to write and read both digital and analog data. Analog systems include diodes, transistors, IC amplifiers, and analog-digital and digital to analog conversions. The semester closes by combining all of the topics presented in the control of motor speed.

**ECET 30200 Introduction to Controls (4 cr.)** P: ECET 23100 or ECET 27300

This first course in industrial controls is applications oriented and includes on-off type open- and closed-loop control systems, and analog-based systems. Major topics include relay and programmable controller-based systems.

**ECET 32700 Instrumentation and DAQ Design (3 cr.)**

P: ECET 17700, MATH-M 119, and PHYS-P 221 or PHYS-P 201.

This first course in industrial controls is applications oriented and includes on-off type open- and closed-loop control systems, and analog-based systems. Major topics include relay and programmable controller-based systems.

**ECET 37200 Process Control (4 cr.)** P: ECET 30700.

A study of the basic elements of closed-loop analog and digital systems. Topics include characteristics of heat, servo motion, and process tank components and systems.

Also covered are closed-loop tuning, troubleshooting, documentation, diagram standards and performance specifications. Several sensor types and interpretation of their static and dynamic specifications are included. Commercial controllers employed include analog, embedded microprocessor and PLC based systems. Software is used to model components and analyze open and closed-loop systems.

**ECET 38600 Building Electric Code and Standard Practices (3 cr.)** P: ECET 27300 and ECET 27700.

A course in the design of building wiring, machine wiring and electrical control systems using relevant codes and standards to layout commercial and industrial facilities and manufacturing processes.

**ECET 43600 Electric Power Distribution and Smart Control (3 cr.)** P: ECET 27300 and ECET 27700.

A course on the simple modeling and simulation of the power grid systems, power flow analysis, and advanced meter infrastructure (AMI). The fundamentals learned in this course will be useful in the study of the effects of distributed energy resources and storage in Smart Grid environment.

**ECET 32300 Introduction to Electrical Vehical Systems (3 cr.)** P: ECET 17700 and PHYS-P 221 or PHYS-P 201.

A course on the simple modeling and simulation of the power grid systems, power flow analysis, and advanced meter infrastructure (AMI). The fundamentals learned in this course will be useful in the study of the effects of

distributed energy resources and storage in Smart Grid environment.

**ECET 33300 Power Electronics in Energy Systems (3 cr.)**

P: ECET 27300 and ECET 22700. A study of fundamentals and applications of switch-mode DC-DC and DC-AC power electronic converters. The emphasis is given to hardware development aspects. Students will learn how to safely work with high power and high voltage circuits.

**ECET 37300 Applied Electronic Drives (3 cr.)** P: ECET 273400.

This course covers operational principles and application development consideration of all subsystems that make up electric drives: electric machines, power-electric based converters, mechanical system requirements, feedback controller design, and the interaction of drives with the utility grid. State of the art drive development tools are introduced through hands-on activities.

**ECET 38800 Analog IC Applications (3 cr.)** P: ECET 33700-may be taken concurrently.

This course is a study of the applications of analog integrated circuits. Topics include linear amplifiers, IC specifications, linear regulators, waveform generation, linear and switched-capacitor active filters, and nonlinear circuit applications. Computer aided analysis of these circuits is also presented.

**ECET 42301 Electric Vehicle Integration and Fabrication (3 cr.)** P: ECET 32300 and ECET 37300.

This course requires students to develop a detailed design, develop a time/action plan, perform research on existing electronic vehicle systems, develop a procurement plan for electronic vehicle components, design and fabricate custom electric vehicle components, and construct an electric vehicle. The completed electric vehicle is extensively tested for safety, performance, and energy efficiency.

**ECET 43900 Advanced Digital Signal Processing (3 cr.)** P: ECET 33900.

The course builds on the basic principles and applications of Digital Signal Processing with a view to implementing advanced DSP techniques. These techniques are chosen to form some of the building blocks that are used in specialization areas such as the biomedical, communications and energy management fields.

**engl**

**ENGL 42100 Technical Writing (3 cr.)** P: Eng-W 131.

Workplace writing in networked environments for technical contexts. Emphasizes context and user analysis, data analysis/display, project planning, document management, usability, ethics, research, team writing. Typical genres include technical reports, memos, documentation, Web sites.

**it**

**IT 10400 Industrial Organization (3 cr.)** A detailed survey of organizational structures, operational, financial, marketing, and accounting activities; duties of management, planning, control, personnel, safety,

wages, policy, and human factors necessary for effective management.

**IT 21400 Introduction to Lean Manufacturing (3 cr.)**

Lean manufacturing is a systematic approach to eliminating non-value added activities throughout a production system. Five basic principles characterize a lean production system: value definition, value stream mapping, flow optimization, pull production, and continuous improvement.

**IT 23000 Industrial Supply Chain Management (3 cr.)**

A study of industrial supply chains. Emphasis is on in-plant shipping and receiving functions; modes of distribution; functions of, and services provided by supply chains. Emphasis is placed on how manufacturers, distributors and end users can provide value in the supply chain.

**IT 33000 Industrial Sales and Sales Management (3 cr.)**

Sales and sales management techniques for analyzing distribution challenges and providing solutions through effective communication; establishing credibility, effective questioning techniques, developing and presenting solutions, anticipating objections and gaining a commitment, plus techniques for building, developing and compensating an effective sales organization.

**IT 33200 Purchasing, Inventory, and Warehouse Management (3 cr.)**

P: IT 23000. A course designed to develop understanding of types of warehouses, methods of organizing the warehouse environment, and determining efficient inventory control procedures. Purchasing of products, storage of inventory, placement of inventory and other internal logistics management topics will be explored. Real world projects conducted in laboratory environment will be utilized.

**IT 34200 Introduction to Statistical Quality (3 cr.)**

P: MA 15900 or MATH-M 115 or MA 15900 or MATH-M 125 and MA 15400 or MATH-M 126. Basic concepts of quality systems in business and manufacturing settings are presented. Basic statistical methods, as applied to quality control, and an introduction to sampling plans are included.

**IT 34500 Automatic Identification and Data Capture (3 cr.)**

P: IT 21400. The course studies systems used to automate data collection and identify physical objects. Keyless data entry, biometrics, electromagnetics, magnetics, optics, smart cards, and touch input are utilized. The role of electronic data interchange (EDI) is studied.

**IT 35100 Advanced Industrial Safety and Health Management (3 cr.)**

An introduction to OSHA and standards development for occupational health in general industry. Special emphasis is on fire protection and egress, flammable and combustible liquids, electrical, personal protective equipment, machine guarding, industrial hygiene/blood borne pathogens, ergonomics, and ISO 9000/14000 integration.

**IT 38100 Total Productive Maintenance (3 cr.)** P: MA 15900 or MATH-M 115 or MA 15300 and MA 15400 or MATH-M 125 and MATH-M 126.

This course is a study of the role and scope of total productive maintenance (TPM) in manufacturing. The three types of maintenance activities: corrective, preventive, predictive, and their associated quantitative

techniques are studied. Reliability and queuing theory are discussed. Team projects are required. Field trips may be required.

**IT 38500 Industrial Ergonomics (3 cr.)** P: MA 15900 or MATH-M 115 or MA 15300 or MATH-M 125 and MA 15400 or MATH-M 126; first semester junior standing or higher. A course designed to focus on work design and ergonomics in manufacturing. Specific attention is focused on introducing the terminology and techniques used in work design and on the fundamental concepts embodied in industrial ergonomics. During scheduled laboratory times, exercises permit the student to apply the concepts of industrial ergonomics. Field trips may be required.

**IT 43200 Financial Transaction Distribution (3 cr.)**

P: BUS-A 201. The course is designed to familiarize students with various methods of pricing strategies, marketing concepts, and the terms and procedures involved. Special emphasis will be on computer applications and case study problems that help and enhance marketing of products and services. Field trips may be required.

**IT 43400 Global Trans and Logistics Management (3 cr.)**

P: IT 2300. A study of the various aspects of logistics in industrial systems and product support. The development, implementation, and control of physical transportation systems, product distribution, warehousing, and inventory policy models will be emphasized. The impact of logistics and transportation in the global environment will be discussed. Case studies and software applications will be included.

**IT 43500 Distribution Management Policy (3 cr.)**

P: IT 43200 and IT 43400. A course designed to build upon previous distribution-related courses with subjects related to managing a distribution enterprise. Modules in sales management, strategic planning, supply-chain logistics, purchasing, and the legalities of distribution manufacturer relationships will be combined with case studies to provide students with practice in making decisions and establishing policy from the manager's point of view.

**IT 44200 Production Planning (3 cr.)**

P: IT 21400, MET 24500. A study of industrial organization and management, research and development, production, personnel, and sales. Examples of the procedures necessary to provide a product or service are included. Field trips may be required.

**IT 44500 Problem-Solving with Automatic Data Collection (3 cr.)**

P: IT 34500. The problem-solving skills learned in IT 34500 are applied to manufacturing, distribution, or business data collection problems. Depending on the problem, one or more of the available data collection technologies will be used to address the issue of concern. Field trips may be required.

**IT 44600 Six Sigma Quality (3 cr.)**

P: IT 34200. A study of the six sigma quality and process improvement methodology, using the define, measure, analyze, improve, and control (DMAIC) process. The course addresses advanced topics in statistical quality as they pertain to the six sigma methodology and provides preparation for the Green Belt Certification examination.

**IT 45000 Production Cost Analysis (3 cr.)** P: MA 15900 or MATH-M 115 or MA 15300 or MATH-M 125 and MA

15400 or MATH-M 126; first semester junior standing or higher. An introduction to financial statements and to the study of the costs of production in terms of break-even and least-cost alternatives; including present and future costs, when related to the time value of money, budgeting, labor and overhead, production, cost control, and the role of the supervisor and engineering technologist to cost control. Computer applications for determining the rate of return for complex problems are introduced.

**IT 48300 Facility Design for Lean Manufacturing (3 cr.)**

P: IT 44200, MET 24500. This capstone course integrates all aspects of manufacturing activities and materials handling, focusing on lean concepts. A systematic approach is used to design a manufacturing facility, integrating principles of lean production systems, and eliminating waste through continuous improvement. Computer simulation and projects are required.

**met**

**MET 10200 Production Design and Specification (3 cr.)**

P: CGT 11000 and MET 16000. The design, evaluation, and documentation of engineering specifications required for manufacturability and assembly are introduced. Emphasis is on CAD-based detail assemblies, design layouts, equipment installations, and related industrial practices.

**MET 11100 Applied Statics (3 cr.)**

P: MA 15900 or MATH-M 115, MET 16000. Force systems, resultants and equilibrium, trusses, frames, beams, and shear and moments in beams are studied.

**MET 14300 Materials and Processes (3 cr.)**

An overview of structures, properties, and applications of metals, ceramics, polymers, and composites commonly used in industry is presented. Problem solving skills are developed in the areas of materials selection, evaluation, measurement, and testing.

**MET 14400 Materials and Processes II (3 cr.)**

Basic casting, forming, and joining processes are surveyed. This course emphasizes the selection and application of various processes.

**MET 21100 Applied Strength of Materials (4 cr.)**

P: MET 11100, MET 16200, MA 22100 or MATH-M 119. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components.

**MET 21300 Dynamics (3 cr.)**

P: MET 11100, MA 22100 or MATH-M 119. Kinematics and kinetics principles of rigid-body dynamics are introduced. Emphasis is on the analysis of bodies in plane motion.

**MET 21400 Machine Elements (3 cr.)**

P: MET 21100, MET 21300. The methods developed in statics, dynamics, and strength of materials are applied to the selection of basic machine components. The fundamental principles required for the selection of individual elements that compose a machine are developed. Selected course topics are included as computer exercises.

**MET 22000 Heat and Power (3 cr.)**

P: MA 22100 or MATH-M 119, MET 16000, PHYS-P 201 or PHYS-P 221. Heat and Power is an introduction to the principles of thermodynamics and heat transfer. Basic thermodynamic processes are used to evaluate the performance of

energy-based systems such as internal combustion engines, power plants, and refrigeration equipment.

**MET 23000 Fluid Power (3 cr.)** P: MET 11100 or PHYS-P 201 or PHYS-P 221; MET 16000, MA 22100 or MATH-M 119. This course consists of the study of compressible and incompressible fluid statics and dynamics, as applied to hydraulic and pneumatic pumps, motors, transmissions, and controls.

**MET 24500 Manufacturing Systems (3 cr.)** P: MET 14300, MA 15900 or MATH-M 115. This course surveys the manufacturing processes and tools commonly used to convert cast, forged, molded, and wrought materials into finished products. It includes the basic mechanisms of material removal, measurement, quality control, assembly processes, safety, process planning, and automated manufacturing.

**MET 30200 CAD in the Enterprise (3 cr.)** P: MET 10200. Theory and practice of management, use and integration of computer-aided design systems, and related engineering tools and practices are studied as they are applied in the industrial enterprise. Emphasis is on course projects.

**MET 32900 Applied Heat Transfer (3 cr.)** P: Physics 222. An applied approach to the introduction of basic vocabulary and concepts related to the steady state transfer (i.e. conduction, convection, radiation) will be covered. Additional topics will include heat exchangers, boilers and solar energy.

**MET 31300 Applied Fluid Mechanics (3 cr.)** P: Math 120. The fundamental principles of fluid mechanics are developed, including properties of fluid, pressure, hydrostatics, dynamics of fluid flow, friction losses, and sizing of pipes. Emphasis is on problem solving.

**MET 32000 Applied Thermodynamics (3 cr.)** P: Math 119. Following a review of fundamental concepts, advanced power and refrigeration cycles are analyzed. Applications such as gas mixtures, air-vapor mixtures, and chemical reactions of combustion processes are presented.

**MET 33400 Advanced Fluid Power (3 cr.)** P: MET 23000. Hydraulic and pneumatic circuits and their steady state and time variant behavior as it affects the selection and design of components and systems used in fluid power transmission and motion control are studied. Emphasis is placed on industrial and mobile applications, but the principles also apply to aerospace, marine, and other fluid power systems.

**MET 45100 Manufacturing Quality Control (3 cr.)** P: STAT 30100 or MATH-K 310. Quality control practices used in manufacturing industries; management, statistical control charts, reliability, sampling plans, economics, computer methods, and test equipment are presented and applied. Credit will not be granted for both MET 45100 and MFET 45100.

**MET 16200 Computational Analytical Tools MET (1 cr.)** Instruction is given in analytical and computational problem-solving techniques. The electronic calculator, the factor-label method of unit conversions, and engineering graphs are used to solve technical problems in mechanical

engineering technology. Credit will not be granted for both MET 16000 and 16200.

**MET 28400 Introduction to Industrial Controls (3 cr.)** P: ECET 22400.

This course examines the concepts, devices, and common practices associated with modern industrial control systems. Common industrial control devices are studied. Students learn how to wire, program, and troubleshoot programmable logic controller (PLC) based control systems. PLC applications focus on interfacing and controlling a variety of electromechanical devices such as motors and pneumatic actuators. Industrial safety practices and procedures are emphasized throughout the course.

**MET 31100 Experimental Strength of Materials (3 cr.)** P: MATH-M 120, MET 21400, ECET 22400 and MET 28400.

Selected advanced topics from the areas of mechanics of materials, structures, stress analysis, and strain measurements are considered. Basic electronic strain gage circuits and instrumentation are presented, with emphasis on transducer applications.

**MET 34600 Advanced Materials in Manufacturing (3 cr.)** P: MET 24500, CHEM-C 101 and CHEM-C 121. Metals, polymers, ceramic, and composite materials are studied. Crystal structure, molecular behavior, and the effects of various processes on material properties are considered. Course emphasizes the development and control of material properties to meet engineering requirements and specifications.

**MET 41100 Introduction to the Finite Element Method (3 cr.)** P: MET 21100, MET 21300, & PHYS-P 221 or PHYS-P 201.

The finite element method is introduced, with emphasis on modeling and interpretation of results. Linear static problems are solved using commercial FEA software, and FEA results are verified through laboratory tests and/or theoretical calculations. Topics include trusses, frames, plane stress/strain, torsion, 3D structures, buckling, and natural frequency/mode shape analyses.

**MET 40000 Mechanical Design (3 cr.)** P: MET 10200, MET 21400, MET 24500, or MET 28400.

Theory and practice in mechanical design are presented. Modern design methodologies will be studied. The integrative methods discussed in this course reflect the current industry trend to perform product design and development in cross-functional teams. Emphasis is on multiple open-ended projects.

#### **mfet**

**MFET 30000 Application of Automation in Manufacturing (3 cr.)** P: ECET 21400, MET 24500. Basic introduction to automation applications in manufacturing and the impact of computer-based systems on a manufacturing company. Coverage includes practices and the various issues related to the application of computer-integrated manufacturing. Emphasis placed on CAD, CAM, CNC, robotics, industrial control elements, PLCs, and computer-based process controls.

**ols****OLS 25200 Human Relations in Organizations (3 cr.)**

A survey of the concepts which provide a foundation for the understanding of individual and group behavior in organizations of work, with special emphasis on typical interpersonal and leadership relationships.

**OLS 27400 Applied Leadership (3 cr.)** P: OLS 25200, or consent of instructor. Introduction to, and overview of, the fundamental concepts of leadership and supervision. Emphasis is placed on the supervisor's major functions and essential areas of knowledge, his or her relations with others, and his or her personal development.

**OLS 28400 Leadership Principles (3 cr.)** Mastery of the basic knowledge managers need to effectively lead individual employees. Includes primary measures of performance success, leadership strategies, core leadership actions, and a comprehensive theory that explains how their strategies and actions cause positive attitudes and increased performance. II

**OLS 34600 Critical Thinking and Ethics (3 cr.)** P: OLS 38600. A course in complex problem solving and creative thinking with an emphasis on the ethical impacts of these solutions. Credit not given for OLS-34600 and OLS-44000.

**OLS 35100 Innovation and Entrepreneurship (3 cr.)** An in-depth study of innovation in existing organizations, as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.

**OLS 37500 Training Methods (3 cr.)** Principles, practices, and methods of employee training. Introductions to systematic training program design, development, and evaluation. Emphasis is on the supervisor as a trainer.

**OLS 37600 Human Resource Issues (3 cr.)** Analyses and discussion of selected case problems concerning typical leadership and human resource management situations faced by a supervisor/manager. Emphasis is directed toward developing the student's attitude, philosophy, analytical ability, and problem-solving skills within the working environment.

**OLS 37800 Labor/Management Relations (3 cr.)** An introduction to, and overview of, the fundamental concepts of labor relations, collective bargaining, and dispute resolution procedures. An international comparative analysis is used to assess some of the legal, economic, and political structures of labor relations.

**OLS 38600 Leadership for Organizational Change (3 cr.)** A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement.

**OLS 38800 Leadership Through Teams (3 cr.)** An in-depth study of self-directed work teams and team processes in the work setting, with a view to understanding team functions under varying task conditions. Especially emphasized is the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.

**OLS 45000 Project Management for Organizational and Human Resource Development (3 cr.)** An introduction to project management concepts and practices in the context of human resource development projects.

**OLS 45400 Gender and Diversity in Management (3 cr.)** The workforce of the future represents multiple differences, including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course focuses on using knowledge of diversity to develop the leadership potential of individuals in organizations.

**OLS 45600 Leadership in a Global Environment (3 cr.)** Exploration of leadership strategies for organizations engaged in international business. Includes understanding cultural differences and diverse business practices, and the challenges of competing in a global marketplace.

**OLS 47600 Compensation Planning and Management (3 cr.)** Planning and implementation of a total compensation system, including job analysis, job evaluation, salary survey and analysis, benefits and development of a structured pay system. Includes behavioral implications and legal compliance issues.

**OLS 47700 Conflict Management (3 cr.)** A study of the methods for dealing with inner-personal, interpersonal, and political disputes by means generally outside the traditional court system. Students investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.

**OLS 47900 Staffing Organizations (3 cr.)** An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis, preparing job specifications, and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.

**OLS 48400 Leadership Strategies for Quality and Productivity (3 cr.)** A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.

**OLS 48700 Leadership Philosophy (3 cr.)** P: OLS 37600 or consent of instructor. A review of current managerial education and development theories and practices; discussion of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual manager development and continued growth.

**OLS 48800 Leadership for Lean Enterprise (3 cr.)** P: OLS 48400. A study of how organizational leaders create an environment conducive to lean enterprise. Actual case studies of leadership techniques are used to illustrate the application of course content.

**OLS 49100 Internship Program (3 cr.)** P: OLS majors only. A work practicum designed to combine university study with work experience directly related to the student's plan of study. To receive credit the internship must incorporate the concepts taught in the organizational leadership courses, and the job must have a leadership

component to it. Approval must be obtained from OLS faculty member prior to registering for the class.

**OLS 49900 Independent Study (3 cr.)** P: Instructor consent and departmental approval. Supervised individual research on appropriate topics. OLS 499 is set up through the individual instructor.

#### tech

#### **TECH 12000 Design Thinking in Technology (3 cr.)**

Student will engage in critical analysis of real-world problems and global challenges. They will demonstrate the ability to recognize opportunity and to take initiative in developing solutions applying the principles of human centered design. Students will be able to communicate effectively and to work well on teams. Problems and solutions will be examined from societal, cultural, and ethical perspectives.

#### **TECH 32000 Technology and the Organization (3 cr.)**

P: TECH 12000. A course intended to provide students with experiences mirroring what they will encounter in the world of work. Students will participate in interdisciplinary teams to explore technology solutions. Course topics include public policy, regulatory and ethical issues, teaming and leadership, and project management.

#### **TECH 33000 Technology and the Global Society (3 cr.)**

P: TECH 12000. The course examines the interplay of technology, globalization, and ethics. Students will explore concepts and issues related to outsourcing; global competitiveness; communications; contemporary issues; cultural differences such as inequality, security, sustainability, and quality of life; and the ethical dilemmas that often emerge as a result of the impact of technology.

#### **TECH 49600 Senior Design Project Proposal (1 cr.)**

Capstone problem identification and solution design course demonstrating synthesis of technical, professional, and general knowledge for senior engineering technology students. Proposal presentation is required.

**TECH 49700 Senior Design Project (3 cr.)** Teams will develop innovative solutions based on proposal outcomes in TECH 49600 for current issues in the engineering technology profession, workplace, or community. Project deliverable, presentation, and written report are required.

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## **ROTC | Aerospace**

### **Aerospace Studies**

**Air Force ROTC Detachment 225**  
**203 Pasquerilla Center | Notre Dame, Indiana |**  
[www3.nd.edu/~afrotc/](http://www3.nd.edu/~afrotc/)

#### **About the Air Force Reserve Officer Training Corps**

The Air Force Reserve Officer Training Corps (ROTC) is an educational program designed to give men and women the opportunity to become Air Force officers while completing a bachelor's degree. The Air Force ROTC Program develops the leadership and management skills students need to become leaders in the twenty-first century. In return for challenging and rewarding work, we offer the opportunity for advancement, education and training, scholarships, and the sense of pride that comes from serving our country. Upon completion of the Air Force ROTC Program students are commissioned as Second Lieutenants in the United States Air Force.

Following commissioning, there are excellent opportunities for additional education in a wide variety of academic fields.

The Air Force ROTC mission | **To develop quality leaders for the Air Force.**

For more information, visit the Detachment 225 AFROT C [website](#).

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#### **Student Organizations and Activities**

The Air Force ROTC Program offers many opportunities for leadership and personal development. Cadets have the opportunity to participate in the Arnold Air Society Program, which has won Notre Dame Service Awards. Notre Dame has recognized the great contributions of this service organization several times in the past. Also, cadets have the opportunity to participate in the Air Force ROTC Honor Guard and present the colors during multiple collegiate sporting events including nationally televised games. With base visits, hosting the Flying Irish basketball tournament and writing articles for our Skywriting newspaper, our cadets maintain a busy schedule while increasing their leadership and communications ability.

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## **ROTC | Military Science**

### **Military Science**

#### **Faculty**

Professor | **Polhamus (Chair)**  
 Assistant Professors | **Dukeman, Henkline, Lemon, Yuen**

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#### **About the Military Science Program**

The Army ROTC Program develops leadership ability and prepares students for the challenges and responsibilities they will face as Army officers and civilian leaders. Through a series of classroom courses and practical exercises, cadets learn self-confidence, time management and decision-making skills. The role of the professional officer in the preservation of peace and national security is emphasized, with particular attention placed on ethical conduct and the officer's responsibilities to society. The program culminates in an officer's commission as a Second Lieutenant in the Active Army, Army Reserve, or Army National Guard. Opportunities for follow-on postgraduate study also exist.

The mission of the United States Army Reserve Officer Training Corps (ROTC) Program is to prepare quality college students to assume the role of a commissioned officer in the United States Army upon graduation. Students enrolling in Military Science (Army ROTC) are under no service obligation until enrollment in MIL-G 211 or higher courses. After completion of the ROTC Program, the student is obligated to serve four years in the active Army, or eight years in the United States Army Reserve or Army National Guard. It should be known that junior military officers are among the highest recruited population group of people in their twenties because of their leadership, management, and interpersonal skills. The Army basic-level courses (MIL-G 111, MIL-G 112) can be taken for credit without being an Army ROTC cadet. All reference materials and uniforms are supplied by the department.

Tuition scholarships are available to qualified students; providing for tuition, books, and fees. Upon enrollment in the advanced course (or as a scholarship student) of the program, students earn a monthly stipend of between \$250-\$500 per month. Interested students should contact the Notre Dame Army ROTC scholarship and enrollment officer at (574) 631-6896 or at 1-800-UND-ARMY.

### Additional Army ROTC Curriculum

#### Professional Military Education Requirements

In addition to the military science requirements outlined above, Army ROTC scholarship students are required to complete other specified university courses. These additional requirements are taken as a part of the student's field of study or as degree electives, depending upon the college in which the student is enrolled. Students are notified of such requirements prior to joining the Army ROTC Program, and as part of the ROTC orientation. An approved list of courses that meet the professional military education requirement is available.

#### Student Organizations and Activities

All Army ROTC students have the opportunity to participate in a variety of activities, to include drill team, ranger challenge team, color guard; and the 'Shamrock', the Fightin' Irish Battalion's newsletter and website. Army ROTC students also have the opportunity to attend Airborne School, Air Assault School, Northern Warfare School, and Mountain Warfare School during the summer break.

#### Student Awards and Prizes

- **The Dixon Award** | A \$200 savings bond, presented to an outstanding senior who has displayed exceptional performance during the annual Dixon Challenge.
- **Veterans of Foreign Wars of the United States Sword** | An Army officer's sword, presented annually to the battalion's cadet commander.
- **Patrick Haley Award** | A wristwatch, presented annually to the cadet who attains the highest academic grade point average.
- **Col. William T. Brooks Award** | A \$100 gift card, given to the most outstanding student who participated on the Ranger Challenge Team during the past academic year.
- **Dr. Michael McKee Award** | A \$100 savings bond, presented each year to the outstanding member of the battalion's drill team and/or honor guard.

## ROTC | Naval Science (Nursing Program)

### Naval Science (Nursing Program)

[www.nd.edu/~nrotc](http://www.nd.edu/~nrotc) or [www.nrotc.navy.mil](http://www.nrotc.navy.mil) | (574) 631-7274 | (877) 636-7682

Professor | **Carter (Chair)**

Assistant Professors | **Schiller, Bennett, Hood, Smith, Teuscher, Williams**

The mission of the Naval Reserve Officer Training Corps (NROTC) is to educate and train officer candidates, ensuring that they possess the moral, intellectual, and physical qualities to serve successfully as officers in the United States Navy and Marine Corps. The NROTC

Program fills a vital need in preparing mature young men and women for leadership and management in an increasingly technical Navy and Marine Corps. Nursing scholarships are available for students participating in the IU South Bend Nursing Program. Depending upon the student's status (scholarship or non-scholarship) and their goals, certain courses regularly offered by other university departments are required.

Interested students should contact the University of Notre Dame NROTC Office at (574) 631-7274 or toll free at (877) 636-7682. Students can also visit the NROTC websites.

### Course Descriptions

#### MIL-N 111 Introduction to Naval Science (2 cr.) |

An introductory study of the United States naval customs and traditions, military courtesies, organizational structure, officer career paths, and the role of the naval service in supporting national policies. Required for all NROTC freshmen. Must be taken with MIL-N 111D. I

#### MIL-N 111D Drill/Leadership Laboratory (0 cr.) | C: MIL-N 111.

Practical exercises in leadership, including close order drill and professional development classes. Must be taken with MIL-N 111. II

#### MIL-N 211 Maritime Affairs (2 cr.)

A comprehensive study of the development of seapower throughout history, focusing on the important role played by the American Navy in the formation of an independent United States. Includes analysis of the Roman and Greek navies, but focuses on the American Navy from Global War on Terrorism. This course is required for all NROTC freshman. Must be taken with MIL-N 211D. II

#### MIL-N 211D Drill/Leadership Laboratory (0 cr.) | C: MIL-N 211.

Practical exercises in leadership, including close order drill and professional development classes. Must be taken with MIL-N 211. II

#### MIL-N 411 Leadership and Management I (3 cr.) | C: MIL-N 411D

A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. Must be taken with MIL-N 411D. II

#### MIL-N 411D Drill/Leadership Laboratory (0 cr.) | C: MIL-N 411.

Practical exercises in leadership, including close order drill and Professional development classes. Must be taken with MIL-N 411. II

#### MIL-N 412 Leadership and Ethics (3 cr.) | C: MIL-N 412D

A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a naval officer. Teaches skills needed to transition from student to manager. Explores naval ethical issues, naval law, and Navy policies and programs. Must be taken with MIL-N 412D. II

#### MIL-N 412D Drill/Leadership Laboratory (0 cr.) | C: MIL-N 412.

Practical exercises in leadership, including close order drill and professional development classes. Must be taken with MIL-N 412. II

## ROTC | Course Descriptions

### Reserve Officer's Training Corps Course Descriptions

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### military-science

**MIL-G 111 Foundations of Officership (1 cr.)** A study of the organization of the Army with an emphasis on understanding the implementation of officership, leadership, and Army values. Military courtesy, discipline, customs, and traditions of the service, fitness, and communication are taught and demonstrated through practical exercise. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as land navigation and marksmanship. I

**MIL-G 112 Basic Military Leadership (1 cr.)** A study of functions, duties, and responsibilities of junior leaders. Emphasizes operations of the basic military team to include an introduction to the Army's problem solving process as well as the fundamentals of time and resource management. Includes a 48-hour field training exercise and a weekly two-hour laboratory emphasizing basic soldier skills such as first aid, United States weapons, and military communication. II

**MIL-G 211 Individual Leadership (2 cr.)** Study and application of map reading skills, military communications, and development of individual leadership techniques by learning the fundamentals of small-unit tactical operations. Emphasis on individual physical fitness and conducting self evaluations to facilitate growth. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with instruction on basic military skills of land navigation and rifle marksmanship. I

**MIL-G 212 Leadership and Teamwork (2 cr.)** Study and application of mission planning and orders with an emphasis on small unit leadership in tactical settings. Land navigation, map reading, marksmanship, and communication skills are evaluated. Students are expected to demonstrate that they have mastered basic soldier skills and leadership fundamentals. Includes a 48-hour field training exercise and a weekly two-hour laboratory that offers the opportunity to demonstrate learned leadership techniques, along with advanced instruction on military skills. II

**MIL-G 3213 Leadership Training Course (Basic Camp) (5 cr.)** Students wishing to enter this program can apply to attend the four-week summer camp at Fort Knox, Kentucky. Attendance and successful completion of the Leadership Training Course (LTC) summer camp, is substituted for the basic courses (MIL-G 111, MIL-G 112, MIL-G 211, and MIL-G 212). At the LTC, the student is trained, fed, and housed at the expense of the government. The student also receives travel pay plus a salary of approximately \$672 for the four-week program. Interested students should contact the military

science department at (574) 631-6896 or 1-800-UND-ARMY for more details. Upon the successful completion of MIL-G 213, the student is eligible for enrollment in the advanced Army ROTC program at the University of Notre Dame and eligible to receive an Army ROTC two-year scholarship; which provides for tuition, books, and fees for its recipients; as well as a monthly stipend of between \$450-500 per month. S

**MIL-G 311 Leadership and Problem Solving (2 cr.)** Military decision making, problem analysis, and integrated planning of platoon operations. Analysis of the components of leadership through practical exercises and historical examples. Includes one 48-hour field training exercise. I

**MIL-G 312 Leadership and Ethics (3 cr.)** Advanced military decision making, problem analysis and integrated planning with synchronization of multiple assets. This is conducted on the basis of platoon operations and tactics. Includes two 48-hour field exercises. II

**MIL-G 411 The Professional Officer (2 cr.)** Advanced study of military leadership and management. Discusses staff organization, functions, and processes. Analyzes counseling methods and responsibilities. Examines organization climate and training management. I

**MIL-G 412 Military Management (2 cr.)** Study of the Law of War, Code of Conduct, personnel management, information on awards, separations, promotions, evaluations, assignments, and counseling techniques. Includes precommissioning seminars to address current military problems, trends, and customs. II

**MIL-G 414 American Military History I (1 cr.)** This military history course is the first part of a two-semester survey course with an analysis of American military history from the early American colonial period through the current global war on terrorism. The course is designed as an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military, from its first conception in 1607, through the 1900s. The successful completion of MIL-G 414 and MIL-G 415 meets the military history precommissioning requirement for United States Army ROTC cadets.

**MIL-G 415 American Military History II (1 cr.)** P: MIL-G 414 The military history course is a two-semester survey course with an analysis of American military history, from the revolutionary war, through the current global war on terrorism. The course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organizational adaptations, and doctrinal innovations that have shaped the American military from the 1900s through the modern-day war on terrorism. Part of this course includes a field trip to the nearby First Division Museum at Cantigny in Wheaton, Illinois. The successful completion of MIL-G 414 and MIL-G 415 meets the military history requirement for United States Army ROTC cadets, prior to completion of the program.

**MIL-N 111 Introduction to Naval Science (2 cr.)** An introductory study of the United States naval customs and traditions, military courtesies, organizational structure, officer career paths, and the role of the naval service

in supporting national policies. Required for all NROTC freshmen. Must be taken with MIL-N 111D. I

**MIL-N 111D Drill/Leadership Laboratory (0 cr.)** C: MIL-N 111 Practical exercises in leadership, including close order drill and professional development classes. Must be taken with MIL-N 111. II

**MIL-N 211 Maritime Affairs (2 cr.)** C: Must be taken with MIL-N 211D A comprehensive study of the development of seapower throughout history, focusing on the important role played by the American Navy in the formation of an independent United States. Includes analysis of the Roman and Greek navies, but focuses on the American Navy from Global War on Terrorism. This course is required for all NROTC freshman. II

**MIL-N 211D Drill/Leadership Laboratory (0 cr.)** C: MIL-N 211 Practical exercises in leadership, including close order drill and professional development classes. Must be taken with MIL-N 211. II

**MIL-N 411 Leadership and Management I (3 cr.)** C: MIL-N 411D A comprehensive study of organizational leadership. Emphasis on motivation, planning, communication, feedback, and subordinate needs. Introduction to moral leadership. II

**MIL-N 411D Drill/Leadership Laboratory (0 cr.)** C: MIL-N 411 MIL-N 411D DRILL/LEADERSHIP LABORATORY (0 CR.) Practical exercises in leadership, including close order drill and Professional development classes. II

**MIL-N 412 Leadership and Ethics (3 cr.)** C: MIL-N 412D A study of practical leadership skills for any manager focusing on the specific leadership and management responsibilities of a naval officer. Teaches skills needed to transition from student to manager. Explores naval ethical issues, naval law, and Navy policies and programs. II

**MIL-N 412D Drill/Leadership Laboratory (0 cr.)** C: MIL-N 412 Practical exercises in leadership, including close order drill and professional development classes. II

**AERO-A 111 The Foundations of the United States Air Force (1 cr.)** A survey course designed to introduce students to the United States Air Force and Air Force ROTC. Featured topics include: mission of the Air Force, officership and professionalism, military customs and courtesies, Air Force officer opportunities, and an introduction to communication skills. I

**AERO-A 112 The Foundations of the United States Air Force II (1 cr.)** Additional study of the organizational structure of the Air Force with emphasis on leadership and communications skills. II

**AERO-A 112L Leadership Laboratory (0 cr.)** A study of Air Force customs and courtesies, drill and ceremonies, and military commands. The LLAB also includes studying the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II

**AERO-A 211 Evolution of USAF Air and Space Power I (1 cr.)** A course designed to examine the general aspects of air and space power through an historical perspective. Utilizing this perspective, the course covers a time period

from the first balloons and dirigibles through the Korean War and into the Cold War era. I

**AERO-A 212 Evolution of USAF Air and Space Power II (1 cr.)** Further study from the Vietnam War to the space-age global positioning systems of the Persian Gulf War. Effective communication techniques are also emphasized. II

**AERO-A 212L Leadership Laboratory (0 cr.)** Further study on Air Force customs and courtesies, drill and ceremonies, and military commands. Includes additional emphasis on the environment of an Air Force officer and learning about areas of opportunity available to commissioned officers. I, II

**AERO-A 311 Air Force Leadership Studies I (3 cr.)** A study of leadership, management fundamentals, professional knowledge, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising the practical application of the concepts being studied. I

**AERO-A 312 Air Force Leadership Studies II (3 cr.)** Further study of the Air Force personnel and evaluation systems, leadership ethics, and additional communication skills. II

**AERO-A 312L Leadership Laboratory (0 cr.)** Activities classified as leadership and management experiences involving the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II

**AERO-A 411 National Security Affairs I (3 cr.)** An examination of the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. I

**AERO-A 412 National Security Affairs (3 cr.)** Further focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. II

**AERO-A 412L Leadership Laboratory (0 cr.)** Further activities classified as leadership and management experiences. They involve the planning and controlling of military activities of the cadet corps, and the preparation and presentation of briefings and other oral and written communications. Also includes interviews, guidance, and information which increase the understanding, motivation, and performance of other cadets. I, II