

# INDIANA UNIVERSITY SOUTH BEND CAMPUS BULLETIN 2018-2019



 **INDIANA UNIVERSITY**  
SOUTH BEND

1700 MISHAWAKA AVENUE // SOUTH BEND, INDIANA 46615  
WWW.IUSB.EDU // PHONE | (877) G02-IUSB (462-4872)

# 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

Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply 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 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, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.

Approved by the IU Board of Trustees | February 2010

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Photo credit |

## Administrative Leadership

### Indiana University Administrative Leadership

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

- Chancellor
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## Administrative Leadership at Indiana University

### Administrative Leadership at Indiana University

- **Lauren Robel, J.D.**, Executive Vice President and IU Bloomington Provost
- **Nasser H. Paydar, Ph.D.**, Executive Vice President and Indiana University–Purdue University Indianapolis Chancellor
- **John S. Applegate, J.D.**, Executive Vice President for University Academic Affairs; and Walter W. Foslett Professor of Law
- **Fred H. Cate, J.D.**, Vice President for Research
- **Fred Glass, J.D.**, Vice President and Director of Intercollegiate Athletics
- **Jay L. Hess, M.D.**, Vice President for University Clinical Affairs
- **Thomas A. Morrison, Ed.D.**, Vice President for Capital Planning and Facilities
- **Mike Sample, B.A.**, Vice President for Government Relations
- **John Sejdinaj, M.B.A.**, Vice President and Chief Financial Officer
- **Jacqueline Simmons, LLP**, Vice President and General Counsel
- **Bill Stephan, J.D.**, Vice President for Engagement
- **Brad Wheeler, Ph.D.**, Vice President for Information Technology and Chief Information Officer
- **James Wimbush, Ph.D.**, Vice President for Diversity, Equity, and Multicultural Affairs
- **David Zaret, Ph.D.**, Vice President for International Affairs
- **Karen Adams, Ed.D.**, Chief of Staff

### Regional Campus Leadership

- **Jann L. Joseph, Ph.D.**, Interim Chancellor, IU South Bend
- **Kathryn Cruz-Uribe, Ph.D.**, Chancellor, IU East

- **William J. Lowe, Ph.D.**, Chancellor, IU Northwest
- **Susan Sciame-Giesecke, Ph.D.**, Chancellor, IU Kokomo
- **Ray Wallace, Ph.D.**, Chancellor, IU Southeast

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## Administrative Leadership at IU South Bend

### Jann L. Joseph, Ph.D., Interim Chancellor

- **Jann L. Joseph, Ph.D.**, Interim Chancellor
- **Kenneth W. Baierl, Jr., M.L.S.**, Chief of Staff; Director, Marketing and Communications
- **Steve Bruce, M.A.**, Executive Director of Athletics and Activities; and Head Women's Basketball Coach
- **Marty McCampbell, J.D.**, Director, Affirmative Action and Campus Diversity
- **Monica Porter, Ph.D.**, Vice Chancellor for Student Engagement and Success

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### Linda Chen, Ph.D., Interim Executive Vice Chancellor for Academic Affairs

- **Linda Chen, Ph.D.**, Interim Executive Vice Chancellor for Academic Affairs
- **Douglas McMillen, Ph.D.**, Associate Vice Chancellor for Academic Affairs
- **Michelle Bakerson, Ph.D.**, Interim Associate Vice Chancellor for Academic Affairs
- **Marvin V. Curtis, Ed.D.**, Dean, Ernestine M. Raclin School of the Arts
- **Richard (Rick) Kolbe, Ph.D.**, Dean, Judd Leighton School of Business and Economics
- **Hope Smith Davis, Ed.D.**, Interim Dean, School of Education
- **Thomas Fisher, Ph.D.**, Dean, Vera Z. Dwyer College of Health Sciences
- **Brenda Phillips, Ph.D.**, Dean, College of Liberal Arts and Sciences
- **Vicki Bloom, M.S.L.S.**, Dean, Library Services, Franklin D. Schurz Library
- **Carol Massat, Ph.D.**, Director, Master of Social Work Program

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### Monica Porter, Ph.D., Vice Chancellor for Student Engagement and Success

- **Constance O. Peterson-Miller, M.L.S.**, Director, Admissions and International Student Services.
- **Cathy Buckman, M.S.**, Interim Director, Financial Aid and Scholarships
- **Scott Strittmatter, B.A.A.**, Director, Housing and Student Life
- **Keith Dawson, M.B.A.**, Registrar

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### Office of Retention and Student Success

- **Michelle Rosemond, Ph.D.**, Executive Director, Retention and Student Success
- **Ginny Heidemann, Ed.D.**, Director, Academic Centers for Excellence
- **Kimberly Moore, B.G.S.**, Associate Director, Career Services
- **Rick Dennie, M.P.A.**, Director, Student Support
- **Kofi Barko, M.S.**, Assistant Director, Titan Success Center

### Office of Student Advocacy and Engagement

- **Kevin Griffith, Psy.D.**, Executive Director, Student Advocacy and Community Engagement; Director, Student Counseling Center
- **Anne Drake, M.S.W., L.S.W.**, Director, Disability Support
- **Laura Whitney, M.S.**, Director, Student Conduct
- **Rhiannon Carlson, B.A.**, Veteran Counselor and Program Director

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### Philip Iapalucci, Jr., M.B.A., Vice Chancellor, Administration and Finance

- **Philip Iapalucci, Jr., M.B.A.**, Vice Chancellor, Administration and Finance
- **Kurt Matz, M.P.A.**, Director, Safety and Security
- **Linda S. Lucas, B.S.**, Bursar
- **Kathleen Pizaña, B.B.A.**, Director, Fiscal Affairs
- **Michael A. Prater, B.S.**, Director, Facilities Management
- **Deborah Schmitt, M.A.**, Director of Human Resources and Career Services

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### Elizabeth Van Gordon, Chief Information Officer, University Information Technology Services

- **Elizabeth (Beth) Van Gordon**, Chief Information Officer
- **Michael F. Fletcher**, Director, Endpoint System Management Team and Hardware Support Services
- **Phillip M. Mikulak, B.A., B.S.**, Director, Systems Support
- **Paul Sharpe, M.B.A., PE**, Executive Director

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### Stephen Sturman, Vice Chancellor, University Advancement

- **Stephen Sturman, B.S.**, Vice Chancellor, University Advancement
- **Dyczko, Moira, B.A.**, Director, Alumni Relations and Campus Ceremonies
- **Dina S. Harris, M.Ed.**, Director, Development
- **Molly Sullivan, B.S.**, Advancement Manager

## 2018-2019 IU South Bend Campus Bulletin

Pictured | **Taylor Jump** | *Theatre BFA, Musical Theatre* | La Porte, Indiana (hometown) | Senator, Student Government Association **Taylor Worthington** | *History / Minor in Political Science* | La Porte, Indiana (hometown) | President, Alpha Sigma Phi

### IU South Bend Campus Bulletin 2018-2019

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.

### Mission Statement

Indiana University South Bend is the comprehensive undergraduate and graduate regional campus of Indiana University that is committed to serving north central Indiana and southwestern Michigan. Its mission is to create, disseminate, preserve, and apply 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 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, Indiana University South Bend meets the changing educational and research needs of the community and serves as a vibrant cultural resource.

### [IU South Bend](#)

- The University that Educates Michiana
- Introduction to Indiana University | Campuses
- IU Leadership
- General Information
- Core Values and Campus Priorities
- Commitments
- Accreditation
- 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
- Honors Program

Photo credit | **Teresa Sheppard**

## 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.

### Indiana University Campuses

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

## General Information

Pictured | **Kayla Butera** | *Radiography* | Tavares, Florida (hometown)

### 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.

### 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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Photo credit | **Teresa Sheppard**

## Core Values and Campus Priorities

Pictured | **Chris Stewart** | *Biological Sciences / Minor in Psychology* | South Bend, Indiana (hometown)

**Volunteer activities and club affiliations** | Treasurer, Biology Chemistry Club; Supplementary Instructor for CHEM-C 106; Tutor, Academic Centers for Excellence

### Core Values and Campus Priorities

#### Priorities for Collegiate Attainment

- Foster student learning, access, and success
- Encourage and maintain academic excellence priorities for campus-community interaction
- 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

Photo credit | **Teresa Sheppard**

## Excellence in Academic Programs

Pictured | **Michael Church, Jr.** | *Marketing* | Mishawaka, Indiana (hometown)

### 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.

#### 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.

#### 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.

Photo credit | **Teresa Sheppard**

## Affirmative Action and Campus Diversity

Pictured | **Marty McCampbell, J.D.** | University of Tennessee, 1988 | Director of Affirmative Action/Campus Diversity/Title IX Coordinator

### Affirmative Action and Campus Diversity

**Marty McCampbell, J.D.** | Director  
Administration Building 234 | (574) 520-4524 |  
[aaoffice.iusb.edu](mailto:aaoffice.iusb.edu)

#### About Affirmative Action and Campus Diversity

Diversity is not something special or separate from IU South Bend's success as a whole; it is part of the central vision of the University. IU South Bend strives to create a climate of excellence, diversity, and inclusion for the campus community and to provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary considerations of such characteristics as age, color, disability, ethnicity, gender, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status.

IU South Bend 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. The University provides reasonable accommodations for disability and religion.

IU South Bend prohibits harassment on any of the protected basis listed above including racial harassment, religious harassment and sexual harassment.

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.

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### Policy on Sexual Misconduct

IU South Bend prohibits discrimination on the basis of sex or gender in its educational programs and activities. Discrimination on the basis of sex or gender is also prohibited by federal laws, including Title VII and Title IX. The Sexual Misconduct policy governs the University's response to discrimination based on sex or gender, and all forms of sexual misconduct (which includes sexual harassment, sexual violence, dating violence, domestic violence, sexual exploitation and stalking). Such behaviors are against the law and are unacceptable behaviors under IU South Bend policy. The University does not tolerate sexual misconduct and it will take action to prevent and address such misconduct. The University has jurisdiction over all Title IX and related complaints. See the [Sexual Misconduct Policy](#) for more details or visit the [Stop Sexual Violence](#) website for available resources and to learn more.

### Read the Policy

All IU students, staff, and faculty are strongly encouraged to review the full Sexual Misconduct Policy

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### Contact Information

For more information, or to report an incident of sexual misconduct, see resources on the Stop Sexual Violence website or contact:

- Marty McCampbell, Director of Affirmative Action, Campus Diversity and Deputy Title IX Coordinator | Administration 234 | 574-520-4524 | [mmccampb@iusb.edu](mailto:mmccampb@iusb.edu)
- Laura Whitney, Director of the Office of Student Conduct | Administration 177 | 574-520-5524 | [lewhitne@iusb.edu](mailto:lewhitne@iusb.edu)
- IU South Bend Police Department | 2002 Mishawaka Avenue | 574-520-4239
- Emily Springston, IU Chief Student Welfare and Title IX Officer | Franklin Hall 200 | Bloomington, Indiana | 812-855-4889 | [emapatte@iu.edu](mailto:emapatte@iu.edu)

Photo credit | **Teresa Sheppard**

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## Accreditation

Pictured | **Presley Gee** | *Radiography* | North Liberty, Indiana (hometown)

**Club affiliation** | Honors Program

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### 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:

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

The Judd Leighton 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.

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### [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 next accreditation visit will be in fall 2019 through the **Council for the Accreditation of Educator Preparation (CAEP)**.

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. Alexander, VA 22314 (704) 535 5990.

Additionally, many programs in the School of Education have been nationally recognized by Specialized Professional Associations (SPA). SPAs are national organizations of teachers, professional education faculty, and/or other school professionals. The School of Education has received national recognition from the following national organizations:

- Educational Leadership: Educational Leadership Constituent Council (ELCC)
- Elementary Education: Association for Childhood Education International (ACEI)
- Science—Master's: National Science Teacher Association (NSTA)
- Secondary Education—Science Education: National Science Teachers Association (NSTA)
- Secondary English/Language Arts: National Council of Teachers of English (NCTE)
- Secondary Social Studies: National Council for the Social Studies (NCSS)
- Special Education-Master's Initial: Council for Exceptional Children (CEC)
- Special Education: Council for Exceptional Children (CEC)
- Teachers of English to Speakers of Other Languages: Teacher of English to Speakers of Other Languages (TESOL)

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### [Vera Z. Dwyer 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 for the undergraduate program and February 25, 2025 for the graduate program.

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, IN, 46204, (317) 234-2043.

**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.

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### **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.

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### **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.

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Photo credit | **Teresa Sheppard**

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## **Commitments**

Pictured | **Elizabeth Robinson** | *Nursing B.S.N.* | Osceola, Indiana (hometown)

**Volunteer activities** | YMCA; Beacon Health Systems

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### **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.

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Photo credit | **Teresa Sheppard**

## Honors Program

Pictured | **Neovi Karakatsanis, Ph.D.** | *The Ohio State University, 1996* | Director, Honors Program; and Professor of Political Science

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### Honors Program

**Neovi M. Karakatsanis, Ph.D.** | Director  
**Wiekamp Hall 2183 | (574) 520-4861 | [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 boosts a student's academic career and increases his or her enjoyment of the college experience. Admission to the Honors Program is open to all qualified students, including transfer and current IU South Bend students.

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. Honors courses are available every semester and are listed in the Schedule of Classes under Honors Program (HON). Each semester, honors students may also convert regular courses into honors courses upon the approval of the faculty member teaching the course and the Director of the Honors Program. In addition to course work, co-curricular, social and service activities provide opportunities for students to meet other students and faculty in the program and to build community.

Upon completion of the program, honors graduates receive an IU Honors Diploma, an honors graduation cord, and an honors medalion. Completion is also noted on the student's permanent transcript, as are all honors courses taken.

Numerous 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 Neovi Karakatsanis [nkarakat@iusb.edu](mailto:nkarakat@iusb.edu).

## IU South Bend Elkhart Center

Pictured (top to bottom; left to right)

**Wisdom Chigwada** | *Social Work* | Elkhart, Indiana (hometown) **Adrienne Michelle Robinson** | *Women's and Gender Studies* | Elkhart, Indiana (hometown)

**Alexandria Alert** | *Art Education* | Elkhart, Indiana (hometown)

**Reagan BonDurant** | *Computer Science* | Elkhart, Indiana (hometown)

**Breanne Friskney** | *German* | Elkhart, Indiana (hometown)

**Cortnee Coffin** | *Early Childhood Education* | Elkhart, Indiana (hometown)

**Kaylin Szucs** | *Radiography* | Elkhart, Indiana (hometown)

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### IU South Bend Elkhart Center

**Marianne Castano Bishop, Ed.D.** | Director  
**125 East Franklin Street | Elkhart, Indiana 46516**  
**(800) 321-7834 or (574) 294-5550**  
[elkhart@iusb.edu](mailto:elkhart@iusb.edu) | [elkhart.iusb.edu](http://elkhart.iusb.edu)

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### About the IU South Bend Elkhart Center

The IU South Bend Elkhart Center was built with private donations and serves students who primarily live in or near Elkhart County. The Center contains 13 classrooms including a science laboratory, student technology center, video-conferencing classroom, and student lounge/computer mini-laboratory.

Between thirty and forty classes are taught at the Elkhart Center during fall and spring semesters with additional courses offered during summer sessions. Students can take all their classes in Elkhart or a combination of classes offered either in Elkhart, South Bend, or online. The Center specializes in offering the first two years of General Education courses. A plan is in place to make the Center a home for health science education within the next few years.

Specific information about classes offered at the Elkhart Center can be found online at [elkhart.iusb.edu](http://elkhart.iusb.edu) and on the registrar's page.

The following services and programs are available at the IU South Bend Elkhart Center:

- First- and second-year courses for most degree programs
- Customized training for business and industry
- Professional development courses
- Admissions counseling for prospective students
- Placement exams for incoming students
- Academic advising for undecided students
- Math tutoring, and other student support services
- Financial aid and scholarship information
- Assistance with registration and schedule adjustments
- Onsite security during building hours

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### SmartStart Program

By taking 24 or more credit hours at the Elkhart Center, students are considered a *SmartStart* student. The personal attention and instruction received from faculty and staff as a full-time Elkhart Center student will provide students with a solid foundation upon which to build their IU degree. Students should work with their academic advisor to plan their course schedule. Students who successfully complete the *SmartStart* Program are encouraged to apply for the Verizon Scholarship, which provides tuition assistance for future course work at IU South Bend.

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### Scholarships

Several scholarship opportunities are available exclusively for students attending IU classes in Elkhart or for IU South Bend students who live in Elkhart County. For scholarship information, email [scholar1@iusb.edu](mailto:scholar1@iusb.edu).

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Photo credit | **Kerry K. Lawson**

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



DEGREES, MINORS,  
AND CERTIFICATES

## Degrees, Minors, and Certificates

Pictured | **Sasha Spadafora** | *Radiography, Vera Z. Dwyer College of Health Sciences* | North Liberty, Indiana (hometown)

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### Degrees, Minors, and Certificates

#### (Undergraduate and Graduate)

See also

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#### NEW! Online Joint Collaborative

- Bachelor of Applied Science
- Bachelor of Science in Applied Health Science
- Bachelor of Science in Informatics
- Bachelor of Science in Medical Imaging Technology

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#### Ernestine M. Raclin School of the Arts Communication Studies

- Communication Studies | B.A. with concentration in
  - Health Communication
  - Interpersonal Communication
  - Journalism
  - Organizational Communication
  - Public Relations
- Communication Studies | M.A.
- Communication Studies for Non-Communication Majors | Minor
- Health Communication | Minor (pending final approval)
- Interpersonal Communication | Minor
- Journalism | Minor (pending final approval)
- Media, Culture, and Society | Minor
- Organizational Communication | Minor (pending final approval)
- Photojournalism | Minor (crosslisted with Fine Arts)
- Public Relations | Minor (pending final approval)

#### Fine Arts

- Bachelor of Art Education (B.A.E.)
- Drawing and Painting | B.F.A. | Studio Minor
- Fine Arts | B.A. | Minor
- Graphic Design | B.F.A. | Studio Minor
- Photography | B.F.A. | Studio Minor
- Photojournalism | Minor (crosslisted with Communication Studies)
- Printmaking | B.F.A. | Studio Minor
- Sculpture | B.F.A. | Studio Minor

#### Integrated New Media Studies

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

- Video and Motion Media
- Integrated New Media Studies | Minor

#### Music

- Artist Diploma (Music) (Graduate)
- Choral | B.M.E.
- Composition | B.M. | Minor
- Instrumental | B.M.E.
- Music | B.A. | M.M.
- Music Theory and History | Minor
- Music Performance | Minor
- Orchestral Instrument | B.M.
- Performer Diploma (Music) (Undergraduate)
- Piano | B.M.
- Voice Performance | B.M.

#### Theatre and Dance

- Arts Management | Minor
- Dance | B.F.A. | Minor
- Theatre | B.A. | B.F.A. with a concentrations in
  - Dance | Design/Technical | Musical Theatre | Performance | Minor

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#### Judd Leighton School of Business and Economics

- Accounting | B.S. in Business with a Concentration in | Minor for Business Majors | Minor for Non-Business Majors
- Advertising | B.S. in Business with a Concentration in
- Business Analytics | Minor for Business Majors
- Economics | B.S. | Minor for Business Majors | Minor for Non-Business Majors
- Finance | B.S. in Business with a Concentration in | Minor for Business Majors | Minor for Non-Business Majors | MBA with a Concentration in
- General Business | B.S. in Business with a Concentration in | Minor for Non-Business Majors | Graduate Certificate in Business
- Health Care Management | Minor for Non-Business Majors
- Health Services Management | B.S.
- Human Resource Management | B.S. in Business with a Concentration in | Minor for Business Majors | Minor for Non-Business Majors
- International Business | Minor for Business Majors
- Leadership and Management | Minor for Non-Business Majors
- Management Information Systems | B.S. in Business with a Concentration in | Minor for Business Majors | Minor for Non-Business Majors
- Marketing | B.S. in Business with a Concentration in | Minor for Business Majors | Minor for Non-Business Majors | MBA with a Concentration in
- Small Business and Entrepreneurship | B.S. in Business with a Concentration in | Minor for Non-Business Majors

---

#### School of Education

##### Teacher Education

- Elementary Education | B.S. | M.S. in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus) | Transition to Teaching Licensure Program
- Secondary Education | B.S. | Minor in Foundations of Education | M.S. in Education (Unified Track:

Elementary and Secondary with Reading and English Learners Focus) | Transition to Teaching Licensure Program

- Special Education | B.S. | M.S. Mild Intervention | M.S. Intense Intervention | M.A.T. P-12 Mild Intervention | Graduate Certificate in Intense Intervention

### Professional Educational Services

- Educational Leadership | M.S. | Graduate Certificate

### Counseling and Human Services

- Clinical Mental Health Counseling | M.S. | Licensure Patch
- School Counseling | M.S. | Licensure Patch
- Addiction Counseling | M.S.
- Alcohol and Drug Counseling | Certificate
- Marriage, Couple, and Family Counseling | M.S.
- Licensing Patches | School Counseling Licensure Patch | Mental Health Counseling Licensure Patch (LMHC) | Licensed Clinical Addictions Counselor Patch (LCAC) | State Counseling Licensure Transfer Patch (LMHC)
- Undergraduate Counseling | Minor

## Vera Z. Dwyer College of Health Sciences

### School of Applied Health Science

#### Division of Applied Health Sciences

- Billing and Coding | Minor
- Health Promotion | B.S.H.S. | Minor
- Nutrition | Minor
- Rehabilitation Sciences | B.S.H.S.
- Speech Language Pathology | B.S.H.S.
- Sport and Exercise Science | B.S.H.S. | Minor
- Applied Health Sciences (Online Joint Collaborative) | B.S.

#### Division of Clinical Laboratory Science

- Clinical Laboratory Science | B.S.

#### Division of Dental Education

- Dental Hygiene | B.S.

#### Division of Radiography and Medical Imaging

- Medical Imaging Technology | B.S.M.I.T.
- Radiography | A.S.

### School of Nursing

- Nursing | B.S. | RN-BSN | M.S.
- Complementary Health | Minor

## College of Liberal Arts and Sciences

- Actuarial Science | BS
- African American Studies | Minor
- American Studies | Minor
- Anthropology | B.A. | Minor | Certificate in Social and Cultural Diversity
- Art History | Minor
- Biological Sciences | B.A. | B.S. | 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 | B.S. | Minor in Computer Science | Minor in Computer Applications | Certificate in Computer Applications | Certificate

in Computer Programming | Certificate in Advanced Computer Programming | MS in Applied Mathematics and Computer Science | Graduate Certificate in Technology for Administration

- Criminal Justice | B.S. | Minor
- Earth and Space Science | Minor
- East Asian Studies | Minor
- English | B.A. | Minor in English | Minor in Creative Writing | Minor in Film Studies | Certificate in Professional Writing | M.A. in English
- Environmental Studies | Minor
- European Studies | Minor
- Film Studies | Minor
- French | B.A. | Minor
- General Studies | BGS
- Geography | Minor
- German | B.A. | Minor
- History | B.A. | Minor in Art History | Minor in History
- Informatics | B.S. | Minor in Informatics | Postbaccalaureate Certificate in Applied Informatics
- International Studies | Minor | Certificate
- Latin American Studies | Minor in Latin American/Latino Studies
- Liberal Studies | M.L.S.
- Mathematical Sciences | B.A. in Mathematics | B.S. in Mathematics | B.S. in Actuarial Science | Minor in Mathematics | MS in Applied Mathematics and Computer Science
- 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 | B.A. | Minor | Paralegal Studies Certificate Program | Master of Public Affairs | Graduate Certificate in Public Management | Graduate Certificate in Health Systems Management | Graduate Certificate in Nonprofit Management
- Psychology | B.A. | Minor | Certificate in Behavior Modification
- Religious Studies | Minor
- Sociology | B.A. | Minor | Certificate in Social and Cultural Diversity
- Spanish | B.A. | Minor
- Sustainability Studies | B.A. | Minor | Graduate Certificate in Strategic Sustainability Leadership
- Women's and Gender Studies | B.A. | Minor

### School of Social Work

- Social Work | B.S.W. | M.S.W.

### Labor Studies

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

### Purdue Polytechnic South Bend

- Electrical Engineering Technology | B.S.
- Engineering Technology | B.S.
- Industrial Engineering Technology | B.S.
- Mechanical Engineering Technology | B.S.
- Organizational Leadership | B.S.
- Robotics Engineering Technology | B.S.

Photo credit | **Teresa Sheppard**

## Degrees, Minors, and Certificates

Pictured | **Skye McDonald** | *Biological Sciences / Minor in Environmental Studies* | Mishawaka, Indiana (hometown)

### Degrees, Minors, and Certificates

#### (Undergraduate and Graduate)

- Accounting | B.S. in Business | Judd Leighton School of Business and Economics
- Accounting | Minor for Business Majors | Judd Leighton School of Business and Economics
- Accounting | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Actuarial Science | B.S. | College of Liberal Arts and Sciences
- Addiction Counseling | M.S. | School of Education
- African American Studies | Minor | College of Liberal Arts and Sciences
- Alcohol and Drug Counseling | Certificate (Graduate) | School of Education
- Advertising | B.S. in Business | Judd Leighton School of Business and Economics
- African American Studies | Minor | College of Liberal Arts and Sciences
- American Studies | Minor | College of Liberal Arts and Sciences
- Anthropology | B.A. | Minor | Certificate in Social and Cultural Diversity | College of Liberal Arts and Sciences
- Applied Health Sciences | B.S.
- Applied Science | B.A.S.
- Art Education | B.A.Ed. | Ernestine M. Raclin School of the Arts | School of Education
- Art History | Minor | College of Liberal Arts and Sciences
- Arts Management | Minor | Ernestine M. Raclin School of the Arts
- Behavior Modification | Certificate | College of Liberal Arts and Sciences
- Billing and Coding | Minor | Vera Z. Dwyer College of Health Sciences
- Biochemistry | B.S. | Minor | College of Liberal Arts and Sciences
- Biological Education (Secondary Education) | B.S. | School of Education
- Biological Sciences | B.A. | B.S. | Minor | College of Liberal Arts and Sciences
- Business Analytics | Minor | Judd Leighton School of Business and Economics
- Chemistry | B.A. | B.S. | Minor | College of Liberal Arts and Sciences
- Chemistry Education (Secondary Education) | B.S.Ed | School of Education
- Choral, Music | B.M.E. | Ernestine M. Raclin School of the Arts
- Clinical Addictions Counselor | Patch (LCAC) | School of Education
- Clinical Laboratory Science | B.S. | Vera Z. Dwyer College of Health Sciences
- Clinical Mental Health Counseling | M.S. | School of Education
- Clinical Mental Health Counseling | Licensure Patch | School of Education
- Cognitive Science | Minor | College of Liberal Arts and Sciences
- Communication Studies | B.A. with concentrations in Health Communication (pending final approval), Interpersonal Communication, Journalism, Media, Culture, and Society (pending final approval), Organizational Communication, Public Relations | Ernestine M. Raclin School of the Arts
- Communication Studies | M.A. | Ernestine M. Raclin School of the Arts
- Communication Studies | Minor (for non-majors) | Ernestine M. Raclin School of the Arts
- Complementary Health | Minor | Vera Z. Dwyer College of Health Sciences
- Computer Applications | Minor | College of Liberal Arts and Sciences
- Computer Applications | Certificate | College of Liberal Arts and Sciences
- Computer Programming | Certificate | College of Liberal Arts and Sciences
- Computer Programming (Advanced) | Certificate | College of Liberal Arts and Sciences
- Computer Science | B.S. | Minor | M.S. in Applied Mathematics and Computer Science | College of Liberal Arts and Sciences
- Counseling | Minor | School of Education
- Creative Writing | Minor | College of Liberal Arts and Sciences
- Criminal Justice | B.S. | College of Liberal Arts and Sciences
- Criminal Justice | Minor | College of Liberal Arts and Sciences
- Dance | BFA | Ernestine M. Raclin School of the Arts
- Dance | B.F.A. | Minor | Ernestine M. Raclin School of the Arts
- Dental Hygiene | B.S. | Vera Z. Dwyer College of Health Sciences
- Design (Group Focus), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts
- Design/Technical (concentration), Theatre | B.F.A. | Ernestine M. Raclin School of the Arts
- Drawing and Painting | B.F.A. | Ernestine M. Raclin School of the Arts
- Drawing and Painting | Studio Minor | Ernestine M. Raclin School of the Arts
- Earth and Space Science | Minor | College of Liberal Arts and Sciences
- East Asian Studies | Minor | College of Liberal Arts and Sciences
- Economics | B.S. | Judd Leighton School of Business and Economics
- Economics | Minor | Judd Leighton School of Business and Economics
- Educational Leadership | MS | School of Education
- Elementary Education | B.S. | School of Education
- Elementary Education | MS in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus) | School of Education
- Elementary Education | Transition to Teaching Licensure Program | School of Education

- English | BA | College of Liberal Arts and Sciences
- English | Minor | College of Liberal Arts and Sciences
- English | M.A. | College of Liberal Arts and Sciences
- Environmental Studies | Minor | College of Liberal Arts and Sciences
- European Studies | Minor | College of Liberal Arts and Sciences
- Film Studies | Minor | College of Liberal Arts and Sciences
- Finance | BSB | Judd Leighton School of Business and Economics
- Finance | Minor for Business Majors | Judd Leighton School of Business and Economics
- Finance | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Finance | M.B.A. with a concentration in | Judd Leighton School of Business and Economics
- Fine Arts | B.A. | Ernestine M. Raclin School of the Arts
- Fine Arts | Minor | Ernestine M. Raclin School of the Arts
- French | B.A. | Minor | College of Liberal Arts and Sciences
- General Business | B.S. | Minor for Non-Business Majors | M.B.A. | Graduate Certificate | Judd Leighton School of Business and Economics
- General Studies | B.G.S. | College of Liberal Arts and Sciences
- Geography | Minor | College of Liberal Arts and Sciences
- German | BA | Minor | College of Liberal Arts and Sciences
- Graphic Design | B.F.A. | Studio Minor | Ernestine M. Raclin School of the Arts
- Health Communication | Minor | Ernestine M. Raclin School of the Arts
- Health Promotion | B.S.HS. with a concentration in | Minor | Vera Z. Dwyer College of Health Sciences
- Health Care Management | Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Health Services Management | B.S. | Judd Leighton School of Business and Economics
- Health Systems Billing and Coding | Minor | Vera Z. Dwyer College of Health Sciences
- Health Systems Management | Certificate (Graduate) | College of Liberal Arts and Sciences
- History | B.A. | College of Liberal Arts and Sciences
- History | Minor | College of Liberal Arts and Sciences
- Human Resource Management | B.S.B. | Minor for Business Majors | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Informatics | B.S. | Minor | Post-Graduate Certificate | College of Liberal Arts and Sciences
- Informatics (concentration), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts
- Instrumental | B.M.E. | Ernestine M. Raclin School of the Arts
- Interactive Media (concentration), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts
- Integrated New Media Studies | Minor | Ernestine M. Raclin School of the Arts
- International Business | Minor for Business Majors | Judd Leighton School of Business and Economics
- International Studies | Minor | College of Liberal Arts and Sciences
- International Studies | Certificate | College of Liberal Arts and Sciences
- Interpersonal Communication | Minor | Ernestine M. Raclin School of the Arts
- Journalism | Minor (pending final approval) | Ernestine M. Raclin School of the Arts
- Labor Studies | BS | Minor | | A.S. | | Certificate | School of Labor Studies
- Latin American/Latino Studies | Minor | College of Liberal Arts and Sciences
- Leadership and Management | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Liberal Studies | M.L.S. | College of Liberal Arts and Sciences
- Management Information Systems | BSB | Judd Leighton School of Business and Economics
- Management Information Systems | Minor for Business Majors | Judd Leighton School of Business and Economics
- Management Information Systems | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Marketing | BSB | Minor for Business Majors | Outside Minor for Non-Business Majors | MBA with a concentration in | Judd Leighton School of Business and Economics
- Marriage, Couple, and Family Counseling | MS | School of Education
- Mathematics | B.A. | B.S. | Minor | College of Liberal Arts and Sciences
- Mathematics (Applied) | M.S. (Applied Mathematics and Computer Science) | College of Liberal Arts and Sciences
- Media, Culture, and Society | B.A. in Communication Studies
- Medical Imaging Technology | B.S.MIT | Vera Z. Dwyer College of Health Sciences
- Mental Health Counseling Licensure Patch (LMHC) | School of Education
- Music | Artist Diploma (Graduate) | Ernestine M. Raclin School of the Arts
- Music | Performer Diploma (Undergraduate) | Ernestine M. Raclin School of the Arts
- Music | BA | MM | Ernestine M. Raclin School of the Arts
- Music Theory and History | Minor | Ernestine M. Raclin School of the Arts
- Music Composition | B.M. | Minor | Ernestine M. Raclin School of the Arts
- Music Performance | B.M. | Minor | Ernestine M. Raclin School of the Arts
- Music (group focus), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts

- Musical Theatre (concentration), Theatre | B.F.A. | Ernestine M. Raclin School of the Arts
- Nonprofit Management | Certificate (Graduate) | College of Liberal Arts and Sciences
- Nursing | B.S.N. | RN-B.S.N. | M.S.N. | Vera Z. Dwyer College of Health Sciences
- Nutrition | Minor | Vera Z. Dwyer College of Health Sciences
- Orchestral Instrument | B.M. | Ernestine M. Raclin School of the Arts
- Orchestral Instrument | B.M.E. | Ernestine M. Raclin School of the Arts
- Organizational Communication (pending final approval) | Minor | Ernestine M. Raclin School of the Arts
- P-12 Building Level Administrator | Graduate Certificate | School of Education
- Paralegal Studies | Certificate | College of Liberal Arts and Sciences
- Performance (concentration), Theatre | BFA | Ernestine M. Raclin School of the Arts
- Philosophy | BA | College of Liberal Arts and Sciences
- Philosophy | Minor | College of Liberal Arts and Sciences
- Photography | BFA | Ernestine M. Raclin School of the Arts
- Photography | Studio Minor | Ernestine M. Raclin School of the Arts
- Photojournalism | Minor | Ernestine M. Raclin School of the Arts
- Physics | BA | College of Liberal Arts and Sciences
- Physics | BS | College of Liberal Arts and Sciences
- Physics | Minor | College of Liberal Arts and Sciences
- Physics | 3/2 Dual Degree in Physics and Engineering | College of Liberal Arts and Sciences
- Piano | BM | Ernestine M. Raclin School of the Arts
- Political Science | BA | College of Liberal Arts and Sciences
- Political Science | Minor | College of Liberal Arts and Sciences
- Printmaking | BFA | Ernestine M. Raclin School of the Arts
- Printmaking | Studio Minor | Ernestine M. Raclin School of the Arts
- Psychology | BA | College of Liberal Arts and Sciences
- Psychology | Minor | College of Liberal Arts and Sciences
- Public Affairs | M.P.A. | College of Liberal Arts and Sciences
- Public Management | Graduate Certificate
- Public Relations | Minor (pending final approval) | Ernestine M. Raclin School of the Arts
- Radiography | A.S. | Vera Z. Dwyer College of Health Sciences
- Rehabilitation Sciences | B.S.H.S. with a concentration in | Vera Z. Dwyer College of Health Sciences
- Religious Studies | Minor | College of Liberal Arts and Sciences
- School Counseling | MS | School of Education
- School Counseling | Licensure Patch | School of Education
- Sculpture | B.F.A. | Ernestine M. Raclin School of the Arts
- Sculpture | Studio Minor | Ernestine M. Raclin School of the Arts
- Secondary Education | BS | School of Education
- Secondary Education | Minor in Foundations of Education | School of Education
- Secondary Education | MS in Education (Unified Track: Elementary and Secondary with Reading and English Learners Focus) | School of Education
- Secondary Education | Transition to Teaching Licensure Program | School of Education
- Small Business and Entrepreneurship | BSB | Judd Leighton School of Business and Economics
- Small Business and Entrepreneurship | Outside Minor for Non-Business Majors | Judd Leighton School of Business and Economics
- Social and Cultural Diversity | Certificate | College of Liberal Arts and Sciences
- Sociology | BA | Minor | College of Liberal Arts and Sciences
- Sociology | College of Liberal Arts and Sciences
- Social Work | B.S.W. | M.S.W. | School of Social Work
- Spanish | B.A. | Minor | College of Liberal Arts and Sciences
- Special Education | BS | School of Education
- Special Education | MS Mild Intervention | School of Education
- Special Education | MS Intense Intervention | School of Education
- Special Education | MAT, P-12 Mild Intervention | School of Education
- Special Education | Graduate Certificate in Intense Intervention | School of Education
- Speech Language Pathology | B.S. in Health Sciences with a concentration in | Vera Z. Dwyer College of Health Sciences
- Sports and Exercise Science | B.S. in Health Sciences with a concentration in | Minor | Vera Z. Dwyer College of Health Sciences
- State Counseling Licensure Transfer Patch (LMHC) | School of Education
- Strategic Sustainability Leadership | Certificate (Graduate) | College of Liberal Arts and Sciences
- Sustainability Studies | BA | College of Liberal Arts and Sciences
- Sustainability Studies | Minor | College of Liberal Arts and Sciences
- Technology for Administration | Certificate (GRAD) | College of Liberal Arts and Sciences
- Theatre | B.A. | B.F.A. with concentrations in Dance, Design/Technical, Musical Theatre, Performance | Minor | Ernestine M. Raclin School of the Arts
- Undergraduate Counseling | Minor | School of Education
- Video and Motion Media (concentration), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts

- Video and Motion Media (group focus), Integrated New Media Studies | B.F.A. | Ernestine M. Raclin School of the Arts
- Voice Performance | B.M. | Ernestine M. Raclin School of the Arts
- Women's and Gender Studies | B.A. | Minor | College of Liberal Arts and Sciences
- Writing (Professional) | Certificate | College of Liberal Arts and Sciences

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**Purdue Polytechnic South Bend**

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

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Photo credit | **Teresa Sheppard**

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## STUDENT ENGAGEMENT AND SUCCESS

MONICA PORTER, PHD || Vice Chancellor, Student Engagement and Success || AI 177L  
|| (574) 520-4252

## Student Engagement and Success

Pictured |

### Student Engagement and Success

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- Steps to Starting Classes
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- New Student Orientation
- Placement Examinations
- Registrar, Office of the
- Student IDs
- Bursar, Office of the
- Financial Aid and Student Scholarships, Office of
- Academic Regulations and Policies
- International Student Services, Office of

Photo credit | **Teresa Sheppard**

### Steps to Starting Classes

Pictured | **Paige Oedecker** | *Physics* | Mishawaka, Indiana (hometown)

**Volunteer activities and affiliations** | Tutor, homeschoolers (K-6); Physics Club; Society of Physics Students Honor Society

#### 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 One.IU account** | go to <https://one.iu.edu/> and search for "Create My First IU Account." To activate your account, use your 10-digit student identification number from your Admission Certificate. You will use this account to register for classes, check e-mail, pay your bill, view financial aid information, and much more.
3. **Confirm your admission with the Office of Admissions.** You will receive information about how to do this by mail and email.
4. **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.
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 18 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. **Register for Classes** | most first-time students register during orientation; however, transfer students with 18 or more credits may register prior to orientation by making an appointment with their academic advisors. Go to [orientation.iusb.edu](http://orientation.iusb.edu) for complete registration information for first-time students.
7. **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.
8. **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.
9. **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.

Photo credit | **Teresa Sheppard**

## Academic Regulations and Procedures

Pictured | **Laagahon Aimee Dominique Abby** |  
*Communication Studies, Public Relations* | Ivory Coast/  
Abidjan (hometown)

**Volunteer activities** | Volunteer, American Red Cross

### Academic Policies and Procedures

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- Student Record Access
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- 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

Photo credit | **Teresa Sheppard**

## Academic Regulations and Policies

Pictured | **Whitni Borgman** | *Radiography* | Lafayette,  
Indiana (hometown)

### 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).

#### 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. All students found responsible for violating the Indiana University Student Code of Conduct, including Academic Misconduct allegations will be held accountable to the Indiana University South Bend Student Misconduct Procedures

#### 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 academic renewal is sought should be lower than 2.0. If a student is pursuing a degree that has a minimum GPA requirement to graduate that is greater than 2.0, at the discretion of the student's academic unit, academic renewal can be applied.
5. A student is eligible to apply for academic renewal after a probationary period at IU South Bend in which the student earns a cumulative grade point average (CGPA) of 2.3 for the probationary period.
  - a. The academic renewal probationary period begins the semester the student enrolls on the South Bend campus after not attending any campus of Indiana University for at least three years (36 months).
  - b. Within the limits listed below, the academic renewal probation period is defined as follows:
    - i. The academic renewal probationary period must be a minimum of 12 credit hours.
      1. The academic renewal probationary period cannot extend beyond the semester in which the student completes their 21<sup>st</sup> credit hour.
      2. The academic renewal probationary period is in full terms.
    - ii. Dependent on the student's course load, more than 21 credit hours may be applied to the academic renewal probationary period.
  - c. Dependent on the student's academic performance, the student's academic unit may require more than 12 credit hours during the academic renewal probation period.
  - d. Academic units may require students to meet with an academic advisor prior to enrolling in course work.
  - e. Academic advisors may limit course selections to degree and general education requirements only.
  - f. Academic units may limit the number of credit hours that a student may enroll in during a single semester or session.
  - g. Letter grades of P or S cannot be included in the minimum academic renewal probationary period hours.
  - h. Grades replaced under the IU South Bend Grade Replacement Policy for credits completed during the academic renewal probation will be recalculated at their original values to determine if the student has met the 2.3 cumulative grade point average (CGPA) requirement.

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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Photo credit | **Teresa Sheppard**

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## Academic Regulations and Policies

Pictured | **Roger Karr** | *Health Management* | Student Government Ambassador; Student Orientation Leader | Rochester, Indiana (hometown)

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### Academic Regulations and Policies

#### 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.

### Addition of Courses/Late Registration

Students are permitted to register for classes via [One.IU](#) through the first week of classes. During the second week of classes, eAdd is available to students who are already registered for at least one class. If a student is not registered for at least one class, they will need to obtain an add/drop slip from their advisor. The student will need to obtain signatures from both their instructor and advisor. Late fees may apply.

After the second week of classes, for the fall or spring term (or the second week of the summer term), permission for late registration or course additions will be given only for serious cause and only when there is sufficient reason to believe that the student will be able to complete the course successfully despite the late start. Students can obtain the Late Registration form (aka the Long Form) from the office of the Registrar. Students will be required to submit a statement explaining the late registration or add requests and present the form to the following persons for signatures:

1. Dean or Chairperson of the student's school
2. Instructor for the added course
3. Associate Dean or Chairperson of the Division/School offering the course
4. Vice Chancellor for Academic Affairs

The completed form must be submitted to the Office of the Registrar for processing. Incomplete forms will not be accepted.

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

### 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.

### 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.

Photo credit | **Teresa Sheppard**

## Academic Regulations and Policies

Pictured | **Hannah Ashburn** | *Pre-Dental* | Mishawaka, Indiana (hometown)

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### 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

Freshmen | <30  
 Sophomore | >=30 and <60  
 Junior | >=60 and <90  
 Senior | >=90

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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 site includes information on student rights and responsibilities, complaint procedures, misconduct, disciplinary procedures, and due process. The Code is available at <http://studentcode.iu.edu/>. Student code procedures are located on the Office of Student Conduct website at <https://students.iusb.edu/student-support-services/office-of-student-conduct/index.html>.

The Office of Student Conduct supports the educational mission of Indiana University South Bend by motivating student success, providing a fair and equitable accountability process, and facilitating honest dialogue that contributes to developing engaged citizens while upholding students to the Student Code of Conduct. Refer to the departmental information located in [Student Engagement and Success](#).

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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.

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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 64 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.

Photo credit | **Teresa Sheppard**

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## Academic Regulations and Policies

Pictured | **Presley Gee** | *Radiography* | Member, Honors Program | North Liberty, Indiana (hometown)

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### 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.

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#### 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.

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### 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).

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### Non-Credit Courses at Indiana University

Indiana University is offering non-credit, continuing education credit and certificate-based courses through Instructure's Canvas Catalog platform. IU is branding this platform as IU Expand. Courses may be free or have enrollment fees, may be self-paced or self-study courses, online or in-person.

The first IU-Expand non-credit course from IU South Bend will be the Ethics and Indiana Law course designed for dental health professionals seeking continuing education units (CEUs) toward licensure. This non-credit course will be developed by the Dwyer College of Health Sciences' Division of Dental Education and is planned for first offering in January 2018. Similar non-credit courses from this division will fall under Hoosier Hygienist Continuing Education series.

Campus contact for non-credit courses is [Dr. Marianne Castano Bishop](#).

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### Official Academic Transcript

Official transcripts are available from the Office of the Registrar for a fee. Requests can be submitted online or in person. 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](http://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 143G. 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 [one.IU.edu](http://one.IU.edu); if you are a current student, log in using your username and passphrase.
2. In the Search box, type eTranscript. Select eTranscript Request (Recent Students) for current students, or eTranscript Request (Former Students) for former students.
3. Click on the etranscript icon. and follow the prompts. Indicate a preferred delivery method of pick-up, expedited delivery through the PDF option, or U.S. Postal.
4. The transcript processing fee must be paid via credit card; personal information is protected.
5. 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 134G. 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.

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**. Send payment to:

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

#### By Fax

Official transcripts cannot be sent via fax.

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### 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.

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Photo credit | **Teresa Sheppard**

### Academic Regulations and Policies

Pictured | **Kimberley Barber** | *Radiography* | South Bend, Indiana (hometown)

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## Academic Regulations and Policies

### 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.

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### 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 [studentcode.iu.edu/](http://studentcode.iu.edu/) to view a copy on the web.

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### Satisfactory/Fail Courses

A number of IU South Bend courses are offered with an S/F (Satisfactory/Fail) option. For a given semester, the course is graded either S/F or with regular letter grades (A, B, C, D, F). All students in the course must be graded under one or the other options. A grade of S cannot subsequently be changed to a regular letter grade, nor can a regular letter grade be changed to an S. S/F graded 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

Photo credit | **Teresa Sheppard**

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## Withdrawal-Classes and IU South Bend

Pictured | **Jafar Thawabi** | *Accounting* | Amman, Jordan (hometown)

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### 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

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 ninth 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:

- 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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### Withdrawal with Grade of W or F

Withdrawal requests initiated after the ninth 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

Photo credit | **Teresa Sheppard**

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## Withdrawal-Active Duty

Pictured | **Rachel Morris** | *Secondary Education, Mathematics* | Elkhart, Indiana (hometown)

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### 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](#)**

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Photo credit | **Teresa Sheppard**

## New Student Orientation

Pictured | **Jennifer Murray** | *Art Education* | Niles, Michigan (hometown)

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### New Student Orientation

**Administration Building | (574) 520-5005 | <https://students.iusb.edu/incoming-students/new-student-orientation/>**

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.

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### Placement Examinations

**Wiekamp 1205 | (574) 520-5005 | <https://students.iusb.edu/incoming-students/placement-exams/index.html>**

Prior to orientation and registration, all students entering the university for the first time are assessed in mathematics and English composition. The results of these assessment tests are critical in placing each student at the proper course level in mathematics and English composition, 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.

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### Office of the Registrar

**Administration 124 | (574) 520-4451 | <https://students.iusb.edu/registrar/index.html>**

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.

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### Crimson Card (IDs)

**Wiekamp 1245 (Support Center) | (574) 520-5555 | [helpdesk@iusb.edu](mailto:helpdesk@iusb.edu)**

The Crimson Card is required by students to utilize many of the services at Indiana University South Bend.

Student, staff and faculty photo identification (ID) cards are available at the Support Center on Monday through Thursday, 8:00 a.m.-7:30 p.m. and Fridays, 8:00 a.m.5:00 p.m., in DW 1245 (Summer and Break Hours Monday-Friday, 8:00 a.m.-5:00 p.m.; closed holidays).

There is no charge for the first photo ID; replacement cards are \$25 each. Another form of photo identification must be presented to receive a new Crimson Card.

Photo credit | **Teresa Sheppard**

## Office of Admissions

### Office of Admissions

**Connie Peterson-Miller, MLS | Director**  
**Administration 139 | (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

## Undergraduate Admissions

Pictured | **Romarc Zounlome** | *Management Information Systems* | South Bend, Indiana (hometown)

**Volunteer activities and club affiliations** | Officer, MIS Club; Member, Honors Program; Member, 100 Black Men of Greater South Bend (a mentoring program for minorities)

### 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 degree programs or campus visits, 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.

If you have previously attended IU South Bend or another IU campus and have not earned a degree, you do not need to reapply.

Students returning to IU South Bend must first meet with the academic department in which they intend to resume study. Those who were formerly enrolled at another IU campus must submit an intercampus transfer request form which can be accessed from the [Office of the Registrar's](#) website.

Students required to submit SAT or ACT scores should request that the respective testing agency submit the score directly to IU South Bend. SAT code: 1339; ACT code 1225.

### Beginning Freshman

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

- Complete the IU South Bend admission application.

- Submit an official high school transcript or high school equivalency transcript (with exam results).
- Submit a nonrefundable application fee or fee waiver.
- Submit SAT or ACT assessment scores. Students 21 years old and over are not required to submit scores.

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

- Complete the IU South Bend admission application.
- Submit a high school transcript if you have not yet earned an Associate degree and official transcripts from all colleges/universities previously attended.
- Submit a nonrefundable application fee or fee waiver.
- Submit SAT or ACT assessment scores. Students 21 years old and over are not required to submit scores. Students with 12 transferable credit hours are also not required to submit scores.

#### **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 high school equivalency transcript (with exam results).
- Submit a nonrefundable application fee or fee waiver.
- Submit SAT scores and/or take IU South Bend placement examinations.
- Students 21 years old and over are not required to submit test scores.

#### **High School Student | Current high school students with at least a 3.0 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 nonrefundable application fee or fee waiver.
- Submit a counselor recommendation and an official high school transcript to determine eligibility.
- Submit SAT scores and/or take IU South Bend placement examinations.

#### **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 a nonrefundable application fee or fee waiver.
- 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.
- Students planning to enroll in English, mathematics, computer science, or science courses must submit evidence of having completed any prerequisite course work. Without evidence

of prerequisites, completion of IU South Bend placement examinations is required.

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

- Complete the IU South Bend admission application.
- Submit a nonrefundable application fee or fee waiver.
- Submit official transcripts from all colleges/universities previously attended (do not submit transcripts from Indiana University).

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.

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#### **Priority Dates for Filing Applications**

IU South Bend practices rolling admissions which means we review applications and make admission decisions as the applications 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 applications and all required materials by the following dates:

Fall semester | **August 1**  
Spring semester | **December 15**

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#### **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 American Council of Education's, *A Guide to the Evaluation of Education Experiences in the Armed Services* in granting credit. An official Joint Services Transcript must be submitted as the basis of granting credit derived from military training and education, along with a copy of the DD-214.

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#### **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 for further information.

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#### **Audit Students**

Individuals wishing to attend a course without earning credit must contact the Office of Admissions for information on audit policies, procedures, and regulations.

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#### **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.

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## Office of the Bursar

Office of the Bursar

Linda Lucas | Bursar

Administration Building | (574) 520-4253 |

[bursar.iusb.edu](http://bursar.iusb.edu)

### 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

Pictured | **Sarah Hammond** | *Biological Sciences* |  
Plymouth, Indiana (hometown)

### Office of the Bursar

#### General Information

Tuition and fees are determined 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.

#### 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.

#### 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.**

#### 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.

#### 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.

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

The four-month plan divides the amount due into four 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.

Photo credit | **Teresa Sheppard**

## Financial Aid and Scholarships

Pictured | **Cathy M. Buckman, M.S.** | *Indiana University South Bend, 1992* | Interim Director, Financial Aid and Scholarships

### Financial Aid and Scholarships

**Cathy M. Buckman, M.S.** | Associate Vice Chancellor for Academic Affairs; ABC Program Coordinator; and Interim Director, Financial Aid and Scholarships Administration (AI) 116 | (574) 520-4357 | [financialaid.iusb.edu](http://financialaid.iusb.edu)

#### 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

Photo credit | **Teresa Sheppard**

## Financial Aid and Scholarships

Pictured | **Collin Kowalski** | *Nursing B.S.N.* | New Carlisle, Indiana (hometown)

**Volunteer activities and affiliations** | Assistant Women's Basketball Coach; volunteer golf coach, PGA First Tee Program (nationally recognized); Yoga Club

### 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. 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 October 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 One.IU account.

First-time loan recipients at IU South Bend must sign a Master Promissory Note before funds are disbursed to their account.

IU processes Federal Loans directly through the federal government, utilizing the Direct Loan Program. Direct Loan borrowers at IU South Bend receive information with their Financial Aid Notification (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 Direct 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 One.IU 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, 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 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.

### Refund and the Return of Title IV Funds

Contact the **Office of Financial Aid and 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 One.IU.edu and using the eDrop process. Once completed, the withdrawal procedure enables IU South Bend to refund the maximum possible institutional charges.

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### 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 Direct 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 aid programs in this order: Federal Direct Loan Unsubsidized, Federal Direct Loan Subsidized, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, other state or federal programs, institutional aid. Any remaining credit balance will be returned to 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 Scholarships.

**Note:** Students receiving excess aid 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 Scholarships regarding financial aid changes.

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### Scholarships

Administration (AI) 116 | (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 One.IU by searching for the word "Scholarship." The OSA is due March 1 each year, and allows students to be considered for institutional, IU Foundation, alumni, and departmental scholarship opportunities. Students must be accepted at IU South Bend and create their One.IU account to apply.

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.

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Photo credit | **Teresa Sheppard**

## Services for Students

Pictured | **Marlen Cervantes** | *Radiography, Vera Z. Dwyer College of Health Sciences* | La Porte, Indiana (hometown)

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### Services for Students

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- Academic Advising
- Academic Centers for Excellence [ACE]—Tutoring
- Affirmative Action and Campus Diversity
- Alumni Association
- Athletics and Activities
- Campus Police | Clery Security Report | Parking
- Career Services
- Civil Rights Heritage Center
- Cultural Arts
- Dental Clinic
- Disability Support Services
- Health and Wellness Center
- Housing and Residence Life
- Information Technology (UITS)
- International Programs
- International Student Services
- Library (Franklin D. Schurz) | Dorothy J. Wiekamp Educational Resource Commons (WERC)
- Student Activities Center (SAC)
- Student Conduct (Office of)
- Student Counseling Center
- Student Life (Office of)
- Titan Success Center
- Veteran Student Services

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Photo credit | **Teresa Sheppard**

## Academic Centers for Excellence

### Academic Centers for Excellence

**Ginny Heidemann, Ed.D.** | Director  
**Schurz Library, 4th Floor** | (574) 520-5022 |  
[ace.iusb.edu](http://ace.iusb.edu)

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#### About the Academic Centers for Excellence

The Academic Centers for Excellence (ACE) offers a variety of free tutoring services to help students master content and develop skills and strategies for academic success.

- **The Writers' Room** is located on the fourth floor of the Schurz Library and offers drop-in tutoring, online tutoring, and Write Well Coaching for any subject, any course.
- **The Learning Center** is located on the fourth floor of the Schurz Library and offers drop-in tutoring, online tutoring, Supplemental Instruction, embedded tutoring, Study Smarter Coaching, study skills workshops, standardized test preparation, and Canvas navigation tutoring. Learning Center subjects include chemistry, biology, physics, anatomy/physiology, math, business, economics, computer science, modern languages, music, and public speaking.
- **The Math Tutoring Center** is located in Northside Hall, room 310 and offers drop-in tutoring, online tutoring, embedded tutoring, and Supplemental Instruction.
- **The Computer Science and Informatics Tutoring Center** is located in Northside Hall, Room 209 and offers drop-in tutoring and embedded tutoring.

ACE also awards five scholarships every semester to full time students. Additional information, deadlines, and an online application are on the [ACE website](http://ACE website).

Information on all ACE services, including schedules, online resources, and an employment application can be accessed from the [ACE website](http://ACE website).

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## Academic Advising

Pictured | **Diego Reyes** | *Computer Science* | South Bend, Indiana (hometown)

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### 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.

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Photo credit | **Teresa Sheppard**

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## Alumni Association

Pictured | **IU South Bend Fest 2017**

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## Alumni Association

**Moira A. Dyczko | Director of Alumni Relations and Campus Ceremonies**  
**Administration Building, Suite 100 | (574) 520-4381**  
[iusbalum@iusb.edu](mailto:iusbalum@iusb.edu) | [alumni.iusb.edu](http://alumni.iusb.edu)

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### About the IU South Bend Alumni Association

The IU South Bend Alumni Association celebrates Hoosier Spirit and Titan Pride by providing programming that benefit the campus, its alumni, and the community. We keep alumni informed and connected, provide global networking and career services, and help deserving students earn an IU education through scholarships.

The IU South Bend Student Alumni Ambassadors (SAA) is an organization that supports the campus community through philanthropy, alumni outreach, and professional development events for students. SAA members become a vital, active part of our campus and community and gain valuable leadership experience while giving back.

Photo credit | **Photo provided by IU South Bend Alumni Association**

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## Campus Police

### Campus Police

**Chief Kurt Matz | Police Chief**  
**2002 Mishawaka Avenue | (574) 520-4499 |**  
[police.iusb.edu](http://police.iusb.edu)

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### 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.

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### Clery Security Report

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

### Campus Security Report

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

[https://www.iusb.edu/police/crime\\_log%202.php](https://www.iusb.edu/police/crime_log%202.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 website at

<http://protect.iu.edu/police/cleryreports/iusb>

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 website 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.

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### Parking

**Administration Building U005 | (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.

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## Career Services Office

### Career Services Office

**Administration 109 | (574) 520-4425 | [careers.iusb.edu](http://careers.iusb.edu)**

### About the Career Services Office

The Career Services Office (CSO) is committed to preparing our students and alumni to be active, lifelong learners in developing and implementing their career decisions. Our services are available to all students at no cost. Students are encouraged to visit the CSO in their freshman year and throughout their college experience.

The following services are offered:

### Majors and Your Career

Students have important choices to make. Choosing the best academic major establishes a solid foundation for your future goals. The CSO serves students deciding on an academic major and assists with self-exploration.

- receive career counseling, take career assessments
- search for information regarding specific careers to make a well-informed decision about your career path

Career Assessments are available to help students identify their personal interests, strengths, interest, and potential major. The CSO uses the Focus2 Career Assessment to gauge a student's career-related interests, skills and abilities, values, personality type, leisure time interests, and career planning status. Results are used to match personal and academic attributes with occupations.

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## Internship Planning

The CSO provides resources for obtaining paid and unpaid internships; helping students gain the skills needed to network with professionals in their career field and apply classroom knowledge in a hands-on environment.

## Job Search

The Career Services Office posts many full-time, part-time, and internship opportunities on our online job board at [IUSBCareers.com](http://IUSBCareers.com).

## Employability Skills

Targeted résumés and cover letters are essential tools for a successful job search. Additionally, being well-prepared for interviews brings the student one step closer to their goal. Career services professionals assist in each of these essential steps of the job and internship search.

## On-Campus Interviews and the Annual IU South Bend Career and Internship Fair

On-campus recruiting events provide professional job seeking and interviewing opportunities for students as well as for alumni. Employers visit the campus to conduct interviews and to participate in career and internship fairs. The CSO electronic job board, [IUSBCareers.com](http://IUSBCareers.com), allows employers to search for job seekers and for job seekers to search for employment opportunities.

## Graduate School Preparation

Resources are available regarding admission strategies and Internet access to graduate education related websites. Career counselors can also assist with your graduate school options, a graduate school specific resume or CV, and critiquing of personal statements. 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.

Photo credit | **Teresa Sheppard**

## Diversity Programs

Pictured | **Darryl Heller, Ph.D.** | *University of Chicago, 2012* | Director, Student and Community Engagement

## Civil Rights Heritage Center

**Darryl M. Heller, Ph.D.** | Director  
**Wiekamp Hall 3210 | (574) 520-5580 |**  
[civilrights.iusb.edu](http://civilrights.iusb.edu)

The IU South Bend Civil Rights Heritage Center (CRHC) is a unit of the College of Liberal Arts and Sciences. Located at 1040 W. Washington Street and housed in the former Engman Public Natatorium, the CRHC focuses on *education, culture, and activism*, and functions on multiple levels on behalf of IU South Bend and the larger Michiana community.

As an extension of the IU South Bend campus, the CRHC operates as a space for students, faculty, administrators, student organizations, and other university entities to meet, hold classes, and engage with the larger community. Faculty from various departments hold single class sessions as well as full semester courses at the CRHC, and several student organizations use the facility to hold meetings and events. Additionally, the CRHC serves as a model for the commitment IU South Bend has

to community engagement through its relationships with institutions and organizations in South Bend, including municipal departments, area universities, and the arts community.

In keeping with the mission of IU South Bend as a public university, the CRHC sponsors or hosts a wide range of educational and cultural programming to engage the public in conversations on issues and concerns of local and national importance. There are regular speakers and panels on various topics, book and film discussions on a range of issues, poetry and spoken word events, and student and community performances.

The CRHC also functions as a living museum that simultaneously preserves and honors past struggles for civil rights and social justice while initiating and supporting contemporary efforts to complete the effort to make justice a reality for all. This is accomplished by housing a permanent exhibition detailing the history of the civil rights struggle to transform the Engman Public Natatorium from a place that excluded and then segregated African Americans, into a space that is inclusive and welcoming to all. Working in conjunction with the Franklin D. Schurz Library, museum archival activities at the CRHC include collaborative efforts to gather and preserve oral histories, historical documents and artifacts, and other primary source materials that document the social, cultural, and political contributions of underrepresented communities.

Finally, the CRHC functions as a community resource for local grassroots activism. In this capacity, the CRHC provides space for meetings and participates in coalitions formed to address community issues and social justice concerns. This role highlights the commitment of IU South Bend to be an engaged campus and advances opportunities for students and faculty to interact with the community beyond the classroom.

The CRHC continues to be forward-looking while recognizing the role of the past in shaping our present world. Fully embodied as a component of the university while squarely located within the South Bend community, the CRHC is uniquely situated to serve as a bridge between the academy and the community to fulfill IU South Bend's mission to educate and serve.

## Student Counseling Center

**Student Counseling Center**

**Kevin M. Griffith, MS.Ed., Psy.D.** | Director  
**Administration 175 | (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 fine 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.

## Dental Clinic

Pictured | **Andrea Kline** | *Dental Hygiene* | Goshen, Indiana (hometown)

**Sandy Peek, M.P.A.** | Clinical Lecturer in Dental Education

**Nicole Hueni** | *Dental Hygiene* | Bremen, Indiana (hometown)

### Dental Clinic

**Education and Arts 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 examination
- dental prophylaxis (scaling and polishing of teeth)
- caries preventive treatments (application of fluorides)
- periodontal treatment (treatment of minor gum disorders)

- diagnostic dental X-ray films
- oral hygiene education

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

Photo credit | **Peter Ringenberg**

## Disability Support Services

Pictured | **Anne Drake, M.S.W., M.S.C.J.** | *M.S.W., Indiana University South Bend, 2011; M.S.C.J. Trine University, 2014* | Director, Disability Support Services  
**Driver** | Top Guide Dog, Disability Support Services

### Disability Support Services

**Anne Drake, M.S.W., M.S.C.J.** | Director  
**Administration 167 | (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.

Photo credit | **Teresa Sheppard**

## Enrollment Options

Pictured | **Taylor Sienicki** | *Communication Studies* | Mishawaka, Indiana (hometown)

### Enrollment Options

**Administration Building 124 | (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), Purdue Polytechnic (South Bend), 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.

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### Center for Online Education

**Marianne Castano Bishop, Ed.D. | Director**  
**Northside 233 | (574) 520-4543 | [DEiusb@iusb.edu](mailto:DEiusb@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 online education 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.

Students already admitted to the university may go to [One.IU](http://One.IU) to find distance education course listings. Course descriptions and requirements are posted by the instructor. On-campus attendance for hybrid/blended courses is usually included in the course description.

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-for-students/readiness-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 Online Education [website](#) for up-to-date information about our programs and student information.

Photo credit | **Teresa Sheppard**

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## Gateway Information Center

Pictured | **Kayla Watts** | *General Studies, Social and Behavioral Sciences / Minor in Women's and Gender Studies* | Mishawaka, Indiana (hometown)  
**Gregorio Miranda-Rivas** | *Biochemistry* | Elkhart, Indiana (hometown)

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

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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 professionals are available to assist with navigating [One.IU](http://One.IU) and Canvas. 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 can walk through problems to a solution. If an on-the-spot solution is not possible, staff 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 one of the staff in the Gateway Information Center for help.

Photo credit | **Teresa Sheppard**

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## Health and Wellness Center

**Health and Wellness Center**

**Kari Frame | Clinic Operations Director**  
**Riverside Hall | 1960 Northside Boulevard |**  
**[healthcenter.iusb.edu](http://healthcenter.iusb.edu)**  
**Call for an appointment | (574) 520-5557**

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### Clinic Hours | please call for hours (vary by semester)

The Indiana University South Bend Health and Wellness Center engages citizens to build healthy communities in North Central Indiana by providing respectful, high quality, integrative primary healthcare, and holistic health and wellness services to the community.

The Health and Wellness aims to:

- promote healthy lifestyles for the community
- provide cost effective, convenient healthcare services to the community: students, faculty, staff, and persons living in the community
- provide respectful healthcare services that are sensitive to the community's diversity
- foster diversity in knowledge and experience among faculty, students, and the community
- provide support to health science students, faculty, and staff in the areas of teaching, learning, and research

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### Health Insurance

Health insurance is not required to be seen at the Health and Wellness Center; credit/debit, cash, check, or fees can be charged to the student's Bursar account is accepted. If you have insurance ask for an itemized receipt at check-out.

If you need assistance enrolling in insurance; we are here to help! Please call **574-520-5557**.

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### Fees

Reduced Prices! Please call for current prices

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### Services Provided (but not limited to)

- Healthy IU screenings/programs
- STI testing/treatment

- FREE HIV screenings
- family planning/sexual health
- contraception/free condoms
- immunizations/flu shots
- cold care kits
- lab work/drug screens
- pap smear/women's health
- wart removal
- pregnancy tests
- strep/mono/influenza tests
- patient assistance programs
- crutch and wheelchair rentals

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### Wellness Rooms on Campus

- Wiekamp Hall | DW 2211
- Education and Arts | EA 2245
- Northside Hall | NS 408
- Riverside Hall | RS 155

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### New Patients

People visiting the Health and Wellness Center for the first time are required to complete and sign a medical history and consent form prior to their first visit. This form can be downloaded from the website or is available on-site.

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### IU Stop Sexual Violence

Indiana University is committed to leading the fight against sexual violence. We encourage you to get involved, learn more about policies and resources, and find the support you need. Together, we can end sexual violence on our campuses. See IU's comprehensive website at [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) for Crisis Resources.

For crisis or immediate danger **Call 911**

For IU South Bend campus and community resources see <http://stopsexualviolence.iu.edu/help-report/iusb/index.html>

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## Housing and Residence Life

### Housing and Residence Life

**Scott Strittmatter, B.A.A. | Director**  
**Community Building 110 | (574) 520-5805 |**  
[housing.iusb.edu](http://housing.iusb.edu)

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### About the Office of Housing and Residence Life

The Office of Housing and Residence Life provides a safe, well-maintained, community-centered environment that fosters academic success, personal responsibility, and civic engagement that is supported by staff who are student-centered and dedicated to student development.

We enact our mission through the values of community, integrity, respect, diversity, learning, and leadership.

Our residential complex accommodates 400 students in one-, two-, and four-bedroom, single-gender, furnished, apartment-style units. Utilities (heat, water, air conditioning, garbage, and electricity) cable and IU Internet service are included. Located at 1735 Titan Drive and connected to the main campus by a pedestrian bridge, the site includes eight residential houses and a community building with Leadership in Energy and Environmental Design (LEED) Silver certification. The

community building features wireless internet, a computer lab, front desk operations, mail service, and a large community room with a fireplace, big flat screen TV, a pool table & ping-pong table, study/meeting areas and a laundry facility.

A full-time Residence Coordinator and eight Resident Assistants live on site and provide community development, educational programming, life-skills development, and safety/security checks. Campus Police monitor the property 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](#).

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Photo credit | **Teresa Sheppard**

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## International Programs

### International Programs

**Lisa Fetheringill Zwicker, Ph.D. | Director**  
**Wiekamp Hall 3269 | (574) 520-4231 |**  
[internationalprog.iusb.edu](http://internationalprog.iusb.edu)

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### 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.

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## International Student Services

### International Student Services

**Connie Peterson-Miller, M.L.S. | Director**  
**Administration 139 | (574) 520-4419 |**  
[oiss.iusb.edu](http://oiss.iusb.edu)

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### 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.

Please call or write the Office of International Student Services to learn more about which documents are required for admission and how to submit those documents.

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Photo credit | **Teresa Sheppard**

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## Franklin D. Schurz Library

Franklin D. Schurz Library

Vicki Bloom, M.S.L.S. | Dean

<https://library.iusb.edu/>

### About the Franklin D. Schurz Library

Come explore the wonderful collections, services, and spaces at the Franklin D. Schurz Library. You will discover thousands of books, government documents, journals and audio/visual recordings as well as the University Archives and Special Collections. The Library also subscribes to a huge number of databases, which provide access to full text journal and newspaper articles, plus a wide ranging selection of e-books and streaming media titles. Nearly all of these online resources are accessible off-campus via the library website. Because the Schurz Library is part of the larger IU Libraries system, you can quickly request materials from the other IU Libraries using [IUCAT](#) or outside the IU system using interlibrary loan.

Knowledgeable reference librarians are eager to teach you how to use the many library resources and find what you need. [Get help online](#) or stop by the Hammes Information Commons Desk on the first floor. One-on-one research consultations and classes to improve information literacy and research skills can be scheduled, too. The Information Commons Desk is also staffed with IT consultants who can answer technology questions.

The Schurz Library offers excellent computing and study facilities. There are 99 computers (PCs and MACs), scanning and printing equipment, special equipment for those with disabilities, and media viewing stations. The One Button Studio provides a place to rehearse and record presentations, produce videos for courses or clubs, or use green screen technology to create visual effects. A variety of study and collaborative spaces are available, including a quiet floor, bookable group study rooms, and informal seating under the 5<sup>th</sup> floor skylight. Should you need a break, the Dorene Dwyer Hammes Media Commons and Café on the first floor is a great place to relax, buy a hot beverage and watch cable TV.

### Dorothy J. Wiekamp Educational Resource Commons Education and Arts Building 2010 | (574) 520-4120

<https://library.iusb.edu/werc/>

The Wiekamp Educational Resource Commons (WERC) is a unique place on campus to DISCOVER, CREATE, and LEARN! Spacious, open, and comfortable, the WERC includes reading areas, a collaborative computing area with scanners and printers, 3D printers, and a large production area for working on creative projects. It also has a unique collection of preK-12 curriculum materials for preservice teachers as well as a growing juvenile literature collection. Whether you need to develop a lesson plan, print a fine art or professional conference poster, create a 3D model, or mount a bulletin board, the WERC has quick, easy access to the supplies, equipment, and expert assistance you will need.

## Student Activities Center

Pictured | **Donyele Johnson** | *Sport and Exercise Science* | South Bend, Indiana (hometown)

## Student Activities Center

Student Activities Center 130 | (574) 520-4100 |

[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.

### 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. IU South Bend offers eight varsity sports that participate in the Chicagoland Collegiate Athletic Conference and the National Association of Intercollegiate Athletics including: men's and women's basketball, volleyball, baseball, softball, men's and women's cross country, and men's golf.

Students are admitted to all home games free with their IU South Bend identification card. Students who want to be more involved can join the spirited student support group.

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 yoga, Zumba, spinning, and boot camp. Special events include one-time tournaments, extramural events, and similar activities.

Additional information is available at the main office.

### Office of Student Life

(574) 520-5533 | [studentlife.iusb.edu](http://studentlife.iusb.edu)

IU South Bend encourages co-curricular 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) 520-5533, 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) 520-5533. 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) 520-5533.

Photo credit | **Teresa Sheppard**

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## Student Conduct

### Student Conduct

**Laura Whitney, M.S. | Director**  
**Administration 177 | (574) 520-5524**  
<https://www.iusb.edu/conduct/index.php> |  
[conduct@iusb.edu](mailto:conduct@iusb.edu)

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### About the Office of Student Conduct Mission

The Office of Student Conduct supports the educational mission of Indiana University South Bend by motivating student success, providing a fair and equitable accountability process, and facilitating honest dialogue that contributes to developing engaged citizens.

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### Vision

Our students and community will strive to become engaged citizens, encourage accountability in oneself and others, and maintain healthy and respectful relationships.

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### Philosophy

The Office of Student Conduct believes that each student is unique, and deserves the opportunity to develop as an individual at Indiana University South Bend. Students and community members may show human fallibility. We recognize these imperfections and work to assist students in changing their behaviors and choices.

Students are given the opportunity to conduct themselves as active and engaged members of the community. We encourage students to remember the difference between choices and mistakes. We ask students make intentional choices while on and off campus that will propel them towards a fulfilled education and career.

Our conduct process is educational in nature; rooted in best practices, theory, and assessment. There are, and will be, instances that will ask us to consider the safety and well-being of students over their choice of the individual. It is our responsibility to keep the campus safe while assisting in the development of those we serve.

The Office of Student Conduct encourages and promotes collaboration within academic and administrative departments. It is our goal to reach mutual agreements, support, and challenge, decisions with these departments regarding the appropriate paths that ensure our students are meeting their academic and personal goals.

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### Goals

- To promote a campus environment that supports the overall education of the university
  - To protect the university community from disruption and harm
  - To encourage accountability in oneself and in others
  - To educate the campus community on the institutional standards and expectations
  - To foster personal learning and growth while holding individuals and groups accountable to the *Indiana University Code of Student Rights, Responsibilities, and Conduct*
- 

## Titan Success Center

Pictured | **Gregorio Miranda-Rivas** | *Biochemistry* | Elkhart, Indiana (hometown)  
**Club affiliations** | Latino Student Union; Biology and Chemistry Club

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### Titan Success Center

**Administration 152 | (574) 520-5050 |**  
[titansuccesscenter.iusb.edu](http://titansuccesscenter.iusb.edu)

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### We welcome walk-ins and appointments

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### About the Titan Success Center

The Titan Success Center (TSC) was established in 2015. It's mission is to support, provide academic guidance for and retain undergraduate students from diverse populations with outstanding potential for success Indiana University South Bend.

TSC coordinates, provides student development opportunities and a supportive community; it also oversees the University's Early Start Summer and Leadership Academy. It's also a reassuring place for Frank O'Bannon Scholars, 21st Century Scholars, and Making Academic Connections Scholars. TSC works with an entering class of about 350 students, many of whom remain part of the program throughout their undergraduate experience at IU South Bend.

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### Goals of the TSC

- Build rapport with students
- Offer best practices around adjustments to college from orientation to graduation
- Provide quality academic guidance
- Partner with professional and faculty advisors to promote retention and student success
- Empower and educate students by identifying resources that help students achieve their goals

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Photo credit | **Teresa Sheppard**

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## University Information Technology Services

### University Information Technology Services

**Paul Sharpe, M.B.A. | Executive Director**  
**Northside Hall 0069 | (574) 520-5555 |** [uits.iusb.edu](http://uits.iusb.edu)

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### 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

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## Veteran Student Services

Pictured | **Rhiannon Carlson, B.A.** | *Purdue University, 2008* | Veteran Counselor and Program Coordinator

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### Veteran Student Services

**Rhiannon Carlson | Program Coordinator**  
**Administration 101 | (574) 520-5233 |**  
[veterans.iusb.edu](http://veterans.iusb.edu)

The core mission of the Office of Veteran Student Services (OVSS) is to ensure that the veterans who attend IU South Bend have the resources they need to persist and succeed in their education and make the transition back into their civilian life. The OVSS strives to provide a one-stop support center that acts as a liaison to the Department of Veteran Affairs, the campus-community, and the regional community for our student veterans and service members.

In keeping with the diverse and intersectional character of the Armed Forces, the OVSS believes in creating an inclusive and welcoming environment for all members of our community. Education for the student veteran and service member is the end goal, nevertheless the OVSS is committed to educating the community about the unique character of this population and to empowering the student to actively engage in their academic experience.

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

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.benefits.va.gov](http://www.benefits.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.

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

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### 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.

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### 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

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### 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.

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### 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.

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### 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.

The National Defense Authorization Act of 2016 ended REAP on November 25, 2015. Some individuals will remain eligible for REAP benefits until November 25, 2019, while others are no longer eligible for REAP benefits.

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### **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.

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### **Educational Assistance Test Program (Section 901)**

Section 901 is a [National Testing 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).

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### **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

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Photo credit | **Teresa Sheppard**

## Center for Online Education

Pictured | **Marianne Castano Bishop, Ed.D.** | *Harvard University, 2003* | Director of the Center for Online Education and Off-Campus Programs.

For more information, visit our website at [online.iusb.edu](http://online.iusb.edu) or [distance.iusb.edu](http://distance.iusb.edu). For questions or inquiries, email [DEiusb@iusb.edu](mailto:DEiusb@iusb.edu).

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### Center for Online Education

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

Indiana University South Bend offers several types of online courses for undergraduate and graduate degree as well as certificate programs.

While students are not physically on campus when taking an online course, they still need to meet mandatory deadlines for assignments, exams, group projects, etc. For hybrid/blended courses, they are required to attend on-campus classes during assigned dates and complete course requirements online.

Students are strongly encouraged to complete the [IU-Ready Student Readiness Survey](#). As a self-assessment, it is meant to help understand what is required/expected as a student, and what is expected from an online or hybrid/blended course as well as from the instructor.

- **Online All [OA]** | 100% of instruction is provided through asynchronous online education in which the student is not bound by place or time
- **Online Interactive [OI]** | 76% to 99% of instruction is provided through online education.
- **Hybrid, Traditional [HY]** | 26% to 75% of the instruction is provided through online education. The remainder of the instruction is provided through traditional face-to-face instruction
- **Hybrid, Distance [HD]** | 26% to 75% of the instruction is provided through online education. The remainder of the instruction is provided by distance education used to support synchronous interaction between the instructor and student
- **Distance, Other [DO]** | 76% or more of the instruction is provided by distance education used to support synchronous interaction between the instructor and student

The Office of the Registrar posts [courses offered during the semester](#); descriptions and requirements for each of these courses are included in Class Notes.

[Admission](#) to the university is required before taking an online course; a course fee is added to the tuition for online and hybrid/blended courses.

Through the [IU Online Class Connect](#) (IUOCC) students from IU campuses (IU Bloomington, Indiana University-Purdue University Indianapolis [IUPUI], IU East, IU Kokomo, IU Northwest, IU South Bend, IU Southeast) may take fully online courses at any IU campus offering those courses, allowing for seamless credit transfers. At IU South Bend, online courses are also offered (for our students) that are not in IUOCC.

[IU Online](#) serves as the portal for students interested in taking online courses from any IU campus. At IU South Bend, [online degree and certificate programs](#) are added frequently.

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



UNDERGRADUATE PROGRAMS  
INCLUDING GENERAL-EDUCATION REQUIREMENTS

## Undergraduate Programs

Pictured | **Koral Mendenhall** | *Radiography* | North Liberty Indiana (hometown)

### General Education

#### Index

- Campuswide General Education Requirements
- The Purpose of General Education at IU South Bend
- The Goals of General Education
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#### Fundamental Literacies

- Writing
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#### 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

Photo credit | **Teresa Sheppard**

## General Education Information

Pictured | **Kimberley Barber** | *Radiography* | South Bend, Indiana (hometown)

### 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

### 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.)

### First Year Seminars

All First Year students are encouraged to enroll in first-year seminars, specifically designed for incoming students.

Past seminars have focused on topics such as

- making sense of college life
- the psychology of parenting
- literary hauntings
- biology and society

In a small classroom setting, each student engages not only with the course's material and instructor, but also with the entire campus and wider community. Each class has a peer mentor to help students with the transition to college life. Taught by award-winning, IU South Bend faculty, these classes attend to the specific academic needs of first-year students to ensure their success.

## Summary of General-Education Requirements

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.

Photo credit | **Teresa Sheppard**

## Common Core Courses

Pictured | **Maddie Garcia** | *Elementary Education* | South Bend, Indiana (hometown)

**Club affiliations** | History Club; Lord of the Rings Club

### 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.

### 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](#).

### 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](#).

Photo credit | **Teresa Sheppard**

## Fundamental Literacies

Pictured | **Veronica Newland** | *Anthropology / Minor in East Asian Studies* | Mishawaka, Indiana (hometown)  
**Club affiliation** | Vice President, Japanese Club

### 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 Reading, Writing, and Inquiry I
- ENG-W 140 Elementary Composition-Honors

#### 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 Discrete Structures
- 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 250 Introductory Symbolic Logic
- POLS-Y 201 Controversies in United States Politics
- PSY-P 205 Understanding Research in Psychology
- PSY-P 211 Methods of Experimental Psychology
- SPCH-S 228 Argumentation and Debate

#### 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

#### 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.

- BIOL-L 403 Biology Seminar
- CHEM-C 301 Chemistry Seminar
- 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
- EDUC-W 310 Integrating Computers in K-12 Classrooms
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media
- FINA-A 109 Ways of Seeing: Visual Literacy
- FINA-S 291 Fundamentals of Photography
- 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
- THTR-T 434 Historic Costumes for the Stage

### Quantitative Reasoning

The campuswide general-education curriculum requires students to demonstrate competence in mathematical reasoning, either by scoring a 76 or higher on the ALEKS math placement exam, or by successful completion of an approved course..

- CJUS-K 300 Techniques of Data Analysis
- HSC-H 322 Epidemiology and Biostatistics
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-K 310 Statistical Techniques
- MATH-M 108 Quantitative Reasoning
- 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 and Research
- PSY-P 354 Statistical Analysis in Psychology
- SOC-S 351 Social Statistics
- SWK-S 372 Statistical Reasoning in Social Work

#### The following two-course sequence:

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

### 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.)

### 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.)
- 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

Photo credit | **Teresa Sheppard**

### Contemporary Social Values

Pictured | **Elizabeth Holman** | *Nursing* | New Carlisle, Indiana (hometown)

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

##### Non-Western Cultures (3 cr.)

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-A 460 Topics in Anthropology
- ANTH-E 105 Culture and Society
- 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
- EALC-E 350 Studies in East Asian Society
- EDUC-E 201 Multicultural Education and Global Awareness
- ENG-L 382 Fiction of the Non-Western World
- FINA-A 307 Introduction to Non-Western Art
- GEOG-G 110 Introduction to Human Geography
- GEOG-G 120 Regions of the World
- HIST-C 391 History of Medieval and Modern Near East I
- HIST-E 300 Issues in African 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 I
- 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  
VT: Religions of the East
- SOC-S 362 World Societies and Cultures
- SOC-S 460 Topics in Non-Western Cultures
- SPAN-S 275 Hispanic Culture and Conversation
- TEL-T 313 Comparative Media Systems
- TEL-R 404 Topical Seminar in Telecommunications
- WGS-E 391 Women in Developing Countries
- WGS-W 301 International Perspectives on Women  
VT: Global Perspectives on Women
- WGS-W 400 Topics in Women's Studies

##### Diversity in United States Society (3 cr.)

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  
(crosslist: HIST-A 100)
- 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 310 Survey of American Indians I
- HIST-A 352 History of Latinos in the United States
- HIST-A 355 African American History I  
VT: Afro-American History to the 1890s
- HIST-A 356 African American History II  
VT: Afro-American History, 1890s to the Present
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 124 Latino and African American Civil Rights Movements
- HIST-H 225 Special Topics in History  
VT: Freedom Summer
- HIST-H 260 History of Women in the United States
- HIST-H 425 Topics in History
- HSC-H 327 Introduction to Public and Community Health

- 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 Introduction to Religion in America
- SOC-S 161 Principles of Sociology
- 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 Gender Roles (crosslist WGS-S 338)
- SOC-S 360 Topics in Social Policy
- SPCH-S 450 Gender and Communication
- SWK-S 102 Understanding Diversity in a Pluralistic Society
- WGS-H 260 History of American Women (cross list HIST-H 260)
- WGS-P 391 Psychology of Gender, Race, and Ethnicity (crosslist PSY-P 391)
- WGS-S 338 Sociology of Gender Roles (crosslist SOC-S 338)
- WGS-W 100 Gender Studies
- WGS-W 201 Women in Culture-Introduction to Women's and Gender Studies
- 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.)

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Photo credit | **Teresa Sheppard**

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### **Health and Wellness (2 cr.)**

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 133 Fitness and Jogging I (1 cr.)
- HPER-E 190 Yoga I (1 cr.)
- HPER-E 233 Fitness and Jogging II (1 cr.)
- HPER-E 333 Fitness and Jogging III (1 cr.)
- HPER-N 220 Nutrition for Health
- HSC-H 102 Lifetime Wellness 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.)

## Colleges/Schools

Pictured | **Amber Violette** | *Accounting / Finance* | South Bend, Indiana (hometown)

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### General Education Requirements

#### Schools and Colleges

- **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
- **Vera Z. Dwyer 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
- **Joint Online Collaborative Degrees**
- **Social Work**  
School Website [socialwork.iusb.edu](http://socialwork.iusb.edu) | Contact Phone (574) 520-4880
- **Labor Studies**  
School Website [labor.iu.edu](http://labor.iu.edu) | Contact Phone (574) 520-4595
- **Purdue Polytechnic South Bend**  
University Website <https://polytechnic.purdue.edu/south-bend> | Contact Phone (574) 520-4180
- **Reserve Officers' Training Corps [ROTC]**

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## ERNESTINE M. RACLIN SCHOOL OF THE ARTS

**MARVIN V. CURTIS, PH.D.** || DEAN

NORTHSIDE HALL 101 || (574) 520-4143 || [ARTS.IUSB.EDU](http://ARTS.IUSB.EDU)

# Ernestine M. Raclin School of the Arts

Pictured |

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## Ernestine M. Raclin School of the Arts

**Marvin V. Curtis, Ed.D. | Dean**  
**Northside Hall 101 | (574) 520-4134 | [arts.iusb.edu](http://arts.iusb.edu)**

### Faculty

- Assistant Dean | **Martinez**
- Martin Endowed Chair of Piano and Professor of Practice | **Gabrielian**
- Professors | **J.R. Colborn, M. Curtis, Lasater, S. Moore**
- Associate Professors | **T. Hanson, Lambert, McCormack, Monsma, Jorge Muñiz, Natella, Obata, Souther, J. Wright**
- Assistant Professors | **Amellio, Hottois, Labbé, Lee, Meluch, Jennifer Muñiz, Olivier, Resler, K. Wilson**
- Senior Lecturers | **Badridze, Cooper, Gillen, Martinez, McInerney, Mociulski, Vargas**
- Lecturers | **Choi, Cole, Horwat, Kazmierczak, Shea, Thompson, Tourtilotte**
- Euclid String Quartet in Residence | **Choi, Cooper, Shea, Vargas**
- Faculty Emeriti | **Ackoff, Barton, Demaree, Droege, Esselstrom, Gering, Langland, Larkin, Pepperdine**
- Student Services Coordinator | **Rector**

### Areas of Study

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

### Index

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

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## Ernestine M Raclin School of the Arts Policies

Pictured | **Mackenzie Andrews** | *Art Education* | Elkhart, Indiana (hometown)

**Emily Thomas** | *Art Education* | Volunteer activities include aiding seniors with gardening tasks and at schools throughout the year; also a tutaor | Bristol, Indiana (hometown)

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### Mission

The mission of the Ernestine M. Raclin School of the Arts is to develop engaged citizens with exceptional abilities in the arts.

### General Information

**Welcome to the Ernestine M. Raclin School of the Arts**, center stage at IU South Bend for Communication Studies, Music, New Media, Theatre & Dance, and Visual Arts. The creative arts are the essential core of civilization, reflecting the heart and soul of communities and individuals. The arts are our heritage and guide our vision of the future. At the Raclin School of the Arts we celebrate with breathtaking performances, spirited conversation, and thought provoking imagery, all born out of our dedication to providing students with a superb arts education.

Our international faculty of celebrated performers, recognized artists, and dedicated educators offer their expertise and talent in small classes where one-on-one interaction isn't the exception, it is the rule. Raclin School of the Arts students enjoy the advantages of a liberal arts degree program combined with exceptional arts training.

### 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 department chair.

- 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 department chair.
- 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 Reading, Writing, and Inquiry I 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 fine arts, communication studies, music, and theatre; Bachelor of Fine Arts with concentrations in fine arts, new media, and theatre; Bachelor of Music; and Bachelor of Music Education, and Bachelor of Art 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 department chair with input from the coordinator of arts student services. Upper-division reviews are a portfolio review in fine arts, a twenty-minute performance in music, a monologue or portfolio review in theatre, and a major paper or project in communication studies, 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 3.65 is graduated with distinction; 3.80, 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 department chair, 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 department chair. 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.

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Photo credit | **Teresa Sheppard**

## Communication Studies

Pictured | **Yuri Obata, Ph.D.** | *University of Colorado, 2005* | Chair; and Associate Professor of Communication Studies

### Communication Studies

[Yuri Obata, Ph.D.](#) | Chair  
**Education and Arts 2003G** | (574) 520-4414 | [communication.iusb.edu](http://communication.iusb.edu)

### Faculty

- Associate Professor | **Lambert, Obata**
- Assistant Professors | **Labbé, Meluch, K. Wilson**
- Senior Lecturers | **Gillen, Martinez, McInerney**
- Faculty Emeritus | **Gering**
- Program Coordinator, Public Speaking | **McInerney**
- Graduate Program Coordinator | **Lambert**
- Internship Coordinator | **Gillen**

### Undergraduate Degrees Offered

- Bachelor of Arts in Communication Studies | concentrations in
- Health Communication
- Interpersonal Communication
- Journalism
- Organizational Communication
- Public Relations

### Minors Offered

- Communication Studies for Non-Majors
- Interpersonal Communication
- Mass Communication
- Media, Culture, and Society
- Photojournalism (crosslisted with Fine Arts)
- Speech Communication

### Final Approval Pending

- Health Communication
- Journalism
- Organizational Communication
- Public Relations

### Graduate Degree Offered

- Master of Arts in Communication Studies

### Course Descriptions

Journalism JOUR | Speech SPCH | Telecommunication TEL

### BA in Communication Studies

Pictured | **Janae Leuthold** | *Communication Studies, Public Relations / Minor in Marketing* | Granger, Indiana (hometown)

### About the Bachelor of Arts in Communication Studies

The Bachelor of Arts (BA) in Communication Studies 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.

### Concentrations Offered

- Health Communication
- Interpersonal Communication
- Journalism
- Media, Culture, and Society
- Organizational Communication
- Public Relations

### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Communication Studies students prior to advance registration and are released following advising appointments. Additionally, you may have a secondary adviser if you have also declared a minor. You can verify your assigned advisor in the student center at [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Arts in Communication Studies degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (54 cr.)
- World Language Requirement (6 cr.)
- Communication Core (18 cr.)
- Concentration (24 cr.)
- Capstone Experience (3 cr.)
- Required Minor (15 cr.)

- A minimum of 30 credit hours at the 300- or 400-level.

- Courses required for the major must be completed with a grade of C or higher.
- A minimum CGPA of 2.0 is required.

### Communication Core (18 cr.)

All courses are 3 credits, unless otherwise designated.

- JOUR-C 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing and Editing I
- SPCH-C 393 Communication Research Methods (pending final approval)
- SPCH-S 205 Introduction to Speech Communication
- SPCH-S 223 Business and Professional Communication
- SPCH-S 405 Human Communication Theory

### Capstone Experience (3 credits)

Each student will complete a capstone experience, either through a senior comprehensive class or an internship.

- SPCH-S 400 Senior Seminar in Speech; OR Internship

Internships will be coded based upon a student's concentration. For example, a Public Relations internship will be JOUR-P 492.

Codes will be as follows:

- H | Health Communication
- I | Interpersonal Communication
- J | Journalism
- M | Media, Culture and Society
- O | Organizational Communication
- P | Public Relations

### Concentration Requirements >>

#### BA in Communication Studies

Pictured | **Rebecca Stevens** | *Communication Studies, Journalism* | Member, Honors Program; Indiana University South Bend Women's Softball Team | Camby, Indiana (hometown)

#### Select One Concentration (24 cr.)

##### Health Communication

All courses are 3 credits, unless otherwise designated.

- SPCH-S 230 Introduction to Health Communication (pending approval)
- SPCH-S 307 Crisis Management (pending approval)
- SPCH-S 317 Interpersonal Health Communication (pending approval)
- SPCH-S 335 Media and Health (pending approval)
- SPCH-S 448 Public Health Campaigns (pending approval)

##### Select three from the following:

- BUS-H 320 Systems of Health Care Delivery
- JOUR-J 300 Communications Law
- NURS-K 300 Transcultural Health Care
- SOC-S 314 Social Aspects of Health and Medicine
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 450 Gender and Communication
- XXXX-E Health (400-level)

##### Interpersonal Communication

All courses are 3 credits, unless otherwise designated.

- SPCH-S 122 Interpersonal Communication
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 380 Nonverbal Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 450 Gender and Communication

##### Select three from the following:

- SPCH-S 228 Argumentation and Debate
- SPCH-S 229 Discussion and Group Methods

- SPCH-S 308 Family Communication (pending final approval)
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 324 Persuasive Speaking
- SPCH-S 334 Computer-Mediated Communication

#### Journalism

- JOUR-J 300 Communications Law
- JOUR-J 303 On-Line Journalism (pending final approval)
- JOUR-J 341 Newspaper Reporting
- JOUR-J 351 News Editing
- JOUR-J 401 Depth Reporting and Editing

##### Select three from the following:

- JOUR-J 290 Internship in Journalism
- JOUR-J 360 Journalism Specialties VT: Broadcasting, Sports, Health Writing
- JOUR-J 413 Magazine Article Writing
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 334 Computer-Mediated Communication
- TEL-R-287 Processes and Effects and Telecommunication

#### Media, Culture, and Society

- JOUR-J 300 Communications Law
- JOUR-J 375 Race, Gender, and the Media (pending approval)
- SPCH-S 334 Computer-Mediated Communication
- TEL-R 287 Processes and Effects of Mass Communication
- TEL-T 390 Literary and Intellectual Traditions

##### Select three from the following:

- JOUR-J 410 Media as Social Institutions
- SPCH-S 321 Rhetoric and Modern Disclosure
- TEL-R 404 Topical Seminar in Telecommunications May be repeated for credit up to three times with different topics
- TEL-T 313 Comparative Media Systems

#### Organizational Communication

- JOUR-J 300 Communications Law
- SPCH-S 229 Discussion and Group Methods
- SPCH-S 324 Persuasive Speaking
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 440 Organizational Communication

##### Select three from the following:

- JOUR-J 319 Introduction to Public Relations
- SPCH-S 307 Crisis Management (pending final approval)
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 334 Computer-Mediated Communication

#### Public Relations

- JOUR-J 319 Introduction to Public Relations
- JOUR-J 390 Public Relations Writing
- JOUR-J 429 Public Relations Campaigns
- SPCH-S 307 Crisis Management (pending final approval)

- SPCH-S 324 Persuasive Speaking

**Select three from the following:**

- JOUR-J 300 Communications Law
- SPCH-S 321 Rhetoric and Modern Discourse
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 334 Computer-Mediated Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 440 Organizational Communication

Photo credit | **Teresa Sheppard**

**Minors in Communication**

Pictured | **Jami Bell** | *Communication Studies, Public Relations / Minors in Photojournalism and Photography* | Niles, Michigan (hometown)

**Military** | Veteran, United States Air Force

**Minor in Mass Communication**

- 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 in Telecommunications
- TEL-R 404 Topical Seminar in Telecommunications

**Select one of the following:**

- SPCH-S 121 Public Speaking
- One communication elective

**Minor in Speech Communication**

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

**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)

**Minor in Interpersonal Communication**

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

**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
- SPCH-S 322 Advanced Interpersonal Communication

**Select two of the following:**

- SPCH-S 229 Discussion and Group Methods
- SPCH-S 324 Persuasive Speaking
- SPCH-S 380 Nonverbal Communication
- SPCH-S 405 Human Communication Theory
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 450 Gender and Communication

**Minor in Media Culture and Society**

The Minor in Media, Culture and Society is aimed at providing a program that focuses on one of the major areas in Communication Studies. Media, Culture and Society is often acknowledged as Media Studies, which is a theory-centered field with an emphasis on historical and cultural analyses of media representations, audience and media's impact on the larger cultural and societal contexts. The area is often linked to the Critical Theory and Cultural Studies, applying the interdisciplinary theories and methods from Humanities as well as Social Sciences. While the current curriculum in the Mass Communication minor applies existing courses to cover this area of study, the new curriculum will provide more focus in examining the central issues and academic trends that are important for this subject. What students can benefit from this new program are the in-depth knowledge and skills for critical thinking as an active member of the media audience, media consumer and democratic society.

In addition, the program provides perspective reflecting expert knowledge, and will stimulate intellectual and professional knowledge to strengthen students when working in their chosen professional careers or when seeking an advanced degree at any professional or graduate program.

**Minor Requirements (15 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 410 Media as Social Institutions
- TEL-R 287 Processes and Effects of Mass Communication

**Select two of the following:**

- JOUR-J 300 Communications Law
- SPCH-S 335 Media and Health (final approval pending)
- SPCH-S 427 Cross Cultural Communication
- TEL-R 404 Topical Seminar in Telecommunications
- TEL-T 313 Comparative Media Systems

**Minor in Communication Studies for Non-Communication Majors**

The Minor in Communication Studies for Non-Majors is aimed at providing an outlet to those who are not familiar with the subject of Communication Studies, yet willing to develop better communication skills and expert knowledge, reflecting their personal and professional needs to improve their proficiency in communication.

Recognizing that better communication skills can affect and enhance the quality of one's life in various avenues, it is crucial that the Communication Studies department offers a minor program to influence our students' ability to communicate beyond SPCH-S 121 Public Speaking.

The new minor program will also provide a perspective outside of one's familiar academic environment, and stimulate intellectual and professional knowledge to strengthen students when working in their chosen professional career or when seeking an advanced degree at any professional or graduate programs.

**Minor Requirements (15 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
- SPCH-S 205 Introduction to Speech Communication
- Any two courses from 300- or 400-level under JOUR, SPCH, and TEL taught by Communication Studies faculty

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Photo credit | **Teresa Sheppard**

### MA in Communication Studies

Pictured | **Jamie Huntsman Coulter** | *M.A. Communication Studies, Interaction and Social Process* | B.S. Communication Arts, IU Kokomo, 2017 | Greentown, Indiana (hometown)

**Professional and volunteer activities** | Feeding Minds, Building Communities, and Eating our Vegetables; The Gilead House, a transitional home for women with substance abuse issues

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### Master of Arts in Communication Studies

The Master of Arts in Communication Studies is a 36-credit hour program offering advanced study for students to take part in research, creative work, and teaching in diverse area of communication, information, interaction, and culture.

Students can specialize in one of four areas:

- health communication
- interaction and social processes
- media studies
- strategic communication.

The program is aimed to assist the working professionals to advance their career goals by focusing on their specialized field, and to prepare the individuals who desire to advance their academic career to Ph.D. programs or professional degrees. Those who seek intellectual opportunities to advance their knowledge and critical thinking skills or recent graduates of four-year college who are interested in continuing their education to the higher level would choose to advance to the master's program in order to build a plan of study that reflects their career interests in consultation with their academic advisor. Students are given personal attention to produce a quality thesis or applied project at the end of the program.

The program is designed to be completed in two years, if students are full-time. Adjusted timelines for study are available for part-time students. The program is flexible with evening courses designed to assist working professionals.

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### Admission Requirements

Information about applying for admission to the M.A. in Communication Studies degree program is available by contacting the graduate faculty via email to [commstma@iusb.edu](mailto:commstma@iusb.edu). Applicants for the program must have a bachelor's degree from an accredited college or university and an undergraduate GPA of at least 3.0. A candidate who does not meet the GPA requirement may apply for special student status. Students are admitted to the Communication Studies graduate program by the departmental selection committee.

The following materials are required:

- A completed online application submitted through IU South Bend's [Graduate Programs Admissions application](#)
- A Statement of purpose (a two- to three-page essay, double spaced) identifying the candidate's goals and interest in pursuing graduate work in Communication Studies and describing the educational and work experiences that contributed to that sense of purpose.

- Three letters of recommendation from academic and/or professional sources who can attest to your readiness for graduate-level work.
- An official transcript from each postsecondary school attended.
- IU South Bend application fee.

If applying for special-student status, students may additionally need to submit:

- 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 background, or work experiences that contribute to the candidate's preparedness for graduate work.

International applicants should consult with the Office of International Student Services for additional materials. The information is available at <https://www.iusb.edu/oiss/index.php>. Acceptable TOEFL scores are needed for non-English speaking applicants (recommended score for the traditional paper version is 600, recommended score for the computer version is 250 and, recommended score for the internet version is 90); and a telephone interview may also be required.

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### Application Deadline

- Early admission, fall semester | January 31
- Final admission, fall semester | July 1
- Final admission, spring semester | December 1

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### Degree Requirements >>

Photo credit | **Teresa Sheppard**

### MA in Communication Studies

Pictured | **Jasmine Botello** | *M.A., Communication Studies* / B.A., Holy Cross College, 2012 | South Bend, Indiana (hometown)

#### Degree Requirements (36 cr.)

The 36 credit hour curriculum has four components:

- Required Core Courses (12 cr.)
- Concentration (15 cr.)
- Outside Concentration (6 cr.)
- Master's Project or Thesis (3 cr.)

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

- COMM-C 501 Applied Quantitative Research Methods in Communication Studies
- COMM-C 502 Applied Qualitative Research Methods in Communication Studies
- SPCH-S 500 Introduction to Graduate Study and Research
- SPCH-S 502 Introduction to Communication Theory

#### Concentration (15 cr.)

Students will take five three-credit hour courses in one of the following areas:

- Health Communication
- Interaction and Social Processes
- Media Studies
- Strategic Communication

#### Outside Concentration (6 cr.)

Students will take two graduate-level courses outside of their focused concentration(s). Those courses will be chosen in consultation with the student's faculty or academic advisor.

#### Master's Project or Thesis (3 cr.)

Students will complete a Master's thesis of project by enrolling in one of the following courses:

- JOUR-J 560 Topics Colloquium (pending approval)
- SPCH-S 800 MA Thesis (pending approval)

#### Return to M.A. in Communication Studies Information Page

Photo credit | **Joe Haase**

#### Minors in Communication

Pictured | **Jami Bell** | *Communication Studies, Public Relations / Minors in Photojournalism and Photography* | Veteran, United States Air Force; Volunteer, Center for the Homeless (bringing awareness about homeless issues via photographs) | Niles, Michigan (hometown)

#### Minor in Media Culture and Society

The Minor in Media, Culture and Society is aimed at providing a program that focuses on one of the major areas in Communication Studies. Media, Culture and Society is often acknowledged as Media Studies, which is a theory-centered field with an emphasis on historical and cultural analyses of media representations, audience and media's impact on the larger cultural and societal

contexts. The area is often linked to the Critical Theory and Cultural Studies, applying the interdisciplinary theories and methods from Humanities as well as Social Sciences. The curriculum provides more focus in examining the central issues and academic trends that are important for this subject. What students can benefit from this program are the in-depth knowledge and skills for critical thinking as an active member of the media audience, media consumer and democratic society.

In addition, the program provides perspective reflecting expert knowledge, and will stimulate intellectual and professional knowledge to strengthen students when working in their chosen professional careers or when seeking an advanced degree at any professional or graduate program.

#### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- JOUR-C 200 Introduction to Mass Communications
- JOUR-J 410 Media as Social Institutions
- TEL-R 287 Processes and Effects of Mass Communication

#### Select two of the following:

- JOUR-J 300 Communications Law
- SPCH-S 335 Media and Health (final approval pending)
- SPCH-S 427 Cross Cultural Communication
- TEL-R 404 Topical Seminar in Telecommunications
- TEL-T 313 Comparative Media Systems

Photo credit | **Teresa Sheppard**

## Fine Arts

Pictured | **Susan Moore, M.F.A.** | *Washington University in St. Louis, 2003* | Chair, Fine Arts; and Professor of Fine Arts

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### Fine Arts

**Susan Moore, M.F.A.** | Chair  
Northside 101 | (574) 520-4134 | [finearts.iusb.edu](http://finearts.iusb.edu)

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### Faculty

- Professor | **S Moore** (chair)
- Associate Professors | **Monsma, Natella**
- Assistant Professor | **Horwat**
- Senior Lecturer | **Mociulski**
- Lecturer | **Tourtillote, J Thompson**
- Faculty Emeriti | **Ackoff, Droege, Langland, Larkin**

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### Undergraduate Degrees Offered

- Bachelor of Art Education
- Bachelor of Arts in Fine Arts
- Bachelor of Fine Arts with concentrations in
  - Drawing and Painting
  - Graphic Design
  - Photography
  - Printmaking
  - Sculpture

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### Minors Offered

- Minor in Fine Arts
- Minor in Photojournalism (crosslisted with Communication Studies)
- Studio Minors
  - Drawing and Painting
  - Graphic Design
  - Photography
  - Printmaking
  - Sculpture

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### Index

- Fine Arts Program
- Transfer Students

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### Course Descriptions

Fine Arts FINA

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### Fine Arts Information

Pictured | **Tally Diaz** | *B.F.A. in Photography / Minors in Graphic Design and Printmaking* (hometown)

**Volunteer activities** | Stage camerawoman/videographer and Life Group, First Baptist Church  
Photo credit | **Susan Moore**

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### The Fine Arts Program

The Fine Arts Program offers students the choice of two degrees; a Bachelor of Arts (BA) and a Bachelor of Fine Arts (BFA). 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 fine arts offers the opportunity to observe and analyze the world around us and express our intellectual, emotional, and physical relationships to it.

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### 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

Pictured | **Bronson Bontrager** | *Speech Communication* | Irwin, Ohio (hometown)

### 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 (16 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (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 (Level 4 equivalency or above)
- **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**
- Successful accomplishment of the computer literacy placement exam (0 cr.); OR Computer Literacy course (counts as 3 credit elective)

#### 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

## Bachelor of Art Education

Pictured | **Nathan Welling** | *Art Education* | Goshen, Indiana (hometown)

### About the Bachelor of Art Education

The Bachelor of Art Education prepares students to teach art in public or private schools. Graduates of the program are licensed to teach art to grades P-12 in Indiana. The art education program gives students the same great art preparation as the BA in art, with the addition of the education courses necessary for successful teaching practice. The curriculum is state-of-the-art. There is an emphasis on technology and visual culture in order to prepare teachers fully skilled to operate effectively with 21st century learners.

### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Fine Arts department. You can verify your assigned advisor in the student center in [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

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

- IU South Bend Campuswide General Education Curriculum (30 cr.)
- Major Concentration (11 cr.)
- Fine Arts Department Additional Requirements (48 cr.)
- Education (31 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.

### Art Education Course Requirements (11 cr.)

All courses are 3 credits unless otherwise designated.

- EDUC-M 130 Introduction to Art Education
- EDUC-M 301 Laboratory/Field Experience (to be taken concurrently with EDUC-M 330 Foundations of Art Education and Methods) (1 cr.)
- EDUC-M 330 Foundations of Art Education and Methods 1 (to be taken concurrently with EDUC-M 301 Laboratory/Field Experience)
- EDUC-M 401 Laboratory/Field Experience (to be taken concurrently with EDUC-M 430 Foundations of Art Education and Methods 2) (1 cr.)
- EDUC-M 430 Foundations of Art Education and Methods 2 (to be taken concurrently with EDUC-M 401 Laboratory/Field Experience)

### Fine Arts Department Additional Requirements (48 cr.)

All courses are 3 credits unless otherwise designated.

#### Foundation Level (15 cr.)

- AHST-A 101 Ancient and Medieval Art
- AHST-A 102 Renaissance Through Modern Art
- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D

#### Upper-level Requirements (33 cr.)

- AHST-A 303 Art Since 1945
- AHST-A 307 Introduction to Non-Western Art (fulfills General Education Contemporary Social Values Non-Western Cultures)
- AHST-A 308 Modern Art 1900-1945
- FINA-P 273 Computer Art and Design I (fulfills General Education Fundamental Literacies Computer Literacy)
- Select five additional courses at the 200-level (must be spread among 2-D and 3-D) (15 cr.)
- Two courses at the 300-400 level (6 cr.)

#### Education Requirements (31 cr.)

All courses are 3 credits unless otherwise designated.

- EDUC-E 370 Language Arts and Reading I (permission of instructor waives prerequisites)
- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (to be taken concurrently with EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience) (2 cr.)
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (to be taken concurrently with EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience) (1 cr.)
- EDUC-H 340 Education and American Culture (fulfills General Education Contemporary Social Values Diversity in United States Society)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching in All Grades (12 cr.)
- EDUC-P 250 General Educational Psychology (fulfills General Education Common Core Human Behavior and Social Institutions)
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-W 200 Using Computers in Education (fulfills General Education Fundamental Literacies Visual Literacy)
- PSY-P 316 Psychology of Childhood and Adolescence

Photo credit | **Teresa Sheppard**

### BA in Fine Arts

Pictured | **Joshua Boger** | *Pre-Fine Arts BA* | Niles, Michigan (hometown)

Art credit | **Joshua Boger**

#### Bachelor of Arts in Fine Arts

The Bachelor of Arts (BA) degree offers students a wide range of options, permitting them to combine their study in the fine 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.

#### Academic Advising

The Ernestine M Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Fine Arts department. Students can verify their assigned advisor in the student center in [One.IU](#).

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

Students receiving the Bachelor of Fine Arts degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
  - Major Requirements (48 cr.)
  - Fine Arts Department Additional Requirements (17 cr.)
  - Elective Requirements (16 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C– or higher.
  - A minimum CGPA of 2.0 is required.

#### Major Requirements (48 cr.)

All courses are 3 credit hours, unless otherwise designate.

#### Foundation Level (15 cr.)

It is recommended that students complete the following classes during the first two years of study:

- AHST-A 101 Ancient and Medieval Art
- AHST-A 102 Renaissance Through Modern Art
- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 101 Fundamental Studio–3D
- FINA-F 102 Fundamental Studio–2D

#### Upper-level Requirements (33 cr.)

- **Art History** (9 cr.) | Select three courses (must be at the 300- or 400-level) (9 cr.)
- **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.

#### 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

#### Electives (16 cr.)

- Nine credits must be at the 300- or 400-level.

Photo credit | **Photo provided by the Ernestine M. Raclin School of the Arts**

#### BFA Drawing and Painting

Pictured | **Samuel Miller** | *B.F.A. Drawing and Painting / Minor in Graphic Design* | Mishawaka, Indiana (hometown)  
Background artwork credit | **Samuel Miller**

#### About the Bachelor of Fine Arts with a Concentration in Drawing and Painting

Drawing and painting continue to be relevant and fundamental forms of visual and artistic expression in the 21st-century. The Drawing and Painting program provides a thorough grounding in the development of technical skills and visual description while preparing students for graduate study and enriching careers as visual artists. The primary component of the program is studio activity, with students exploring various forms of drawing and painting to develop an individual vision. The program is particularly strong in its emphasis on the figure while exploring different mediums including oils, charcoal, pastel, graphite and pen and ink. Students in the Drawing and Painting program have the unique opportunity to work in individual BFA studios.

#### Academic Advising

The Ernestine M Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Fine Arts department. You can verify your assigned advisor in the student center in [One.IU](#).

#### Degree Requirements (125 cr.)

##### Design Map >>

Students receiving the Bachelor of Fine Arts degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- FINA-A 109 Ways of Seeing: Visual Literacy (Visual Literacy)
- FINA-P 273 Computer Art and Design I (Computer Literacy)
- AHST-A 307 Introduction to Non-Western Art (Non-Western Culture)
- Major Requirements (77 cr.)
- Additional Requirements (15 cr.)

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

#### Major Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated

#### 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

#### Art History/Foundation Level (6 cr.)

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

#### Survey Level (9 cr.)

- Three 200-level courses, outside area of concentration

#### Upper-Level Concentration (38 cr.)

- 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; OR  
FINA-U 401 Special Topics in Studio Art  
VT: Editorial Illustration
- FINA-S 403 Anatomy for the Artist
- FINA-S 431 Painting 3 (1 cr.) (may be taken 3 times for credit)
- Select two additional upper-level art courses
- The following two courses are to be taken in the last three semesters (8 cr.)
- FINA-S 405 Bachelor of Fine Arts Drawing (3-5 cr.)
- FINA-S 432 Bachelor of Fine Arts Painting (3-5 cr.)

#### Art History/Upper Level (9 cr.)

- AHST-A 307 Introduction to Non-Western Art
- Two courses at the 300- or 400-level

#### Senior Level (3 cr.)

It is recommended that students complete the following during the final year of study.

- FINA-A 409 Capstone Course
- FINA-S 499 Bachelor of Fine Arts Final Review (0 cr.)

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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 credits at the 100- or 200-level (3 cr.)
- Select six credits at the 300- or 400-level (6 cr.)

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### Fine Arts Upper-Divisional Review

Completion of the upper divisional review marks a student's passage from pre-BFA/BA into the BFA/BA program. This review is an opportunity for every art student with 50 to 60 credits toward their degree to present their work to the faculty. This dedicated time is an opportunity to discuss the student's unique interests and goals. Upon satisfaction of the Upper Divisional requirement, students have distinguished themselves as upper-level BFA/BA candidates, and have made considerable progress towards graduation.

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### See also

- Studio Minor in Drawing and Painting >>

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### BFA in Fine Arts Graphic Design

Pictured | **Leah Fick** | *BFA in Graphic Design / Minors in Photography and Art History* | South Bend, Indiana (hometown)

Background art credit | **Leah Fick**  
Photo credit | **Leah Fick**

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### About the Bachelor of Fine Arts with a Concentration in Graphic Design

The Bachelor in Fine Arts with a Concentration in Graphic Design provides a strong foundation in fundamental art skills, theory and art history and advanced professional training in graphic design theory and technical skills to prepare students for careers in graphic design, multimedia, web and illustration or onward to a graduate degree. Within the degree students can tailor their education to meet various areas of interest in design, print, web, video, photography, printmaking, sculpture, art history, animation or a combination of these areas.

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### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, students may have a secondary adviser if they have also declared a minor, although a minor is not required for a degree in the Fine Arts department. Students can verify their assigned advisor in the student center in [One.IU](http://One.IU).

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### Degree Requirements (125 cr.)

#### [Design Map >>](#)

Students receiving the Bachelor of Fine Arts degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include

- AHST-A 307 Introduction to Non-Western Art (Non-Western Culture)
- FINA-P 273 Computer Art and Design I (Computer Literacy)
- JOUR-J 210 Visual Communication (Visual Literacy)
- Major Requirements (77 cr.)
- Additional Requirements (15 cr.)

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

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### Major Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated

#### Foundation Level (12 cr.)

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio-2D  
Also known as INMS-F 102
- FINA-P 273 Computer Art and Design I  
Also known as INMS-P 273

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#### Art History/Foundation Level (6 cr.)

- AHST-A 101 Ancient and Medieval Art
- AHST-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.)

- FINA-P 323 Introduction to Web Design
- 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-P 475 Computer Art and Design III
- FINA-S 250 Graphic Design I
- FINA-S 300 Video Art OR  
TEL-T 273 Media Program Design OR  
TEL-T 283 Introduction to Production Techniques and Practices
- FINA-S 305 Graphic Design Internship (2 cr.)
- FINA-S 323 Intermediate Photoshop
- FINA-S 324 Page Layout and Design
- FINA-S 351 Typography I
- One elective 300–400 level FINA or INMS course

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#### Upper-Level Electives (9 cr.)

- Select three Art History 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
-

### 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 credits at the 100- or 200-level (3 cr.)
- Select six credits at the 300- or 400-level (6 cr.)

### Fine Arts Upper-Divisional Review

Completion of the upper divisional review marks a student's passage from pre-BFA/BA into the BFA/BA program. This review is an opportunity for every art student with 50 to 60 credits toward their degree to present their work to the faculty. This dedicated time is an opportunity to discuss the student's unique interests and goals. Upon satisfaction of the Upper Divisional requirement, students have distinguished themselves as upper-level BFA/BA candidates, and have made considerable progress towards graduation.

### See also

- Studio Minor in Graphic Design >>

### BFA Photography

Pictured | **Ryan Solano** | *Photography* | Michigan City, Indiana (hometown)

**Awards and Club Involvement** | Awarded 21st Century Scholar, J and FM Swain Scholarship, BFA Fine Arts Award, and the Titan Gold Scholarship | Active in Alpha Sigma Phi and 21st Century Scholar Corps.

### About the Bachelor of Fine Arts with a Concentration in Photography

The Bachelor of Fine Arts (BFA) is a preprofessional degree focusing on high-level studio skills. It includes intensive portfolio development and prepares students for hands-on careers in the fine arts or for pursuit of a Master in Fine Arts degree. Concentrations available are drawing/painting, graphic design, photography, printmaking, and sculpture.

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.

### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, students may have a secondary adviser if they have also declared a minor, although a minor is not required for a degree in the Fine Arts department. Students can verify their assigned advisor in the student center in [One.IU](http://One.IU).

### Degree Requirements (125 cr.)

[Degree Map](#) >>

Students receiving the Bachelor of Fine Arts degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- FINA-A 109 Ways of Seeing: Visual Literacy (Visual Literacy)
- FINA-P 273 Computer Art and Design I (Computer Literacy)
- AHST-A 307 Introduction to Non-Western Art (Non-Western Culture)
- Major Requirements (77 cr.)
- Additional Requirements (15 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.
- Photography students are required to take AHST-A 477 History of Photography as one of the upper-level art history courses.
- All BFA photography students are required to purchase a DSLR camera

### Major Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Foundation Level (12 cr.)

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio-2D  
Also known as INMS-F 102
- FINA-P 273 Computer Art and Design I  
Also known as INMS-P 273

### Art History/Foundation Level (6 cr.)

- AHST-A 101 Ancient and Medieval Art  
Also known as FINA-A 101
- AHST-A 102 Renaissance Through Modern Art  
Also known as FINA-A 102

### Survey Level (9 cr.)

- Three 200-level courses, outside area of concentration

### Upper-Level Concentration (38 cr.)

- 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 (3-5 cr.)
- 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

### Art History/Upper Level (9 cr.)

- Three courses at the 300- or 400-level

### 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

### Additional Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- **World Languages** (6 cr.) | Select two courses in one world language (Chinese, French, German, Japanese, Spanish)
- **Upper-Level Electives** (9 cr.)
- Select three credits at the 100- or 200-level (3 cr.)
- Select six credits at the 300- or 400-level (6 cr.)

### Fine Arts Upper-Divisional Review

Completion of the upper divisional review marks a student's passage from pre-BFA/B.A. into the BFA/BA program. This review is an opportunity for every art student with 50 to 60 credits toward their degree to present their work to the faculty. This dedicated time is an opportunity to discuss the student's unique interests and goals. Upon satisfaction of the Upper Divisional requirement, students have distinguished themselves as upper-level BFA/BA candidates, and have made considerable progress towards graduation.

### See also

- Studio Minor in Photography >>

Photo credit | **Teresa Sheppard**

### BFA Printmaking

Pictured | **Zidan (Dan Dan) Wu** | *Printmaking* | (hometown)

### About the Bachelor of Fine Arts with a Concentration in Printmaking

The Bachelor of Fine Arts (BFA) with a concentration in 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, relief, intaglio, silkscreen, lithography, papermaking, book design, letter press, and digital processes. Students specialize in one and encouraged to take additional upper-level coursework in one other selected field; choosing from design, photography, or drawing/painting. BFA candidates produce work that synthesizes their areas of expertise.

### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, students may

have a secondary adviser if they have also declared a minor, although a minor is not required for a degree in the Fine Arts department. Students can verify their assigned advisor in the student center in [One.IU](#).

### Degree Requirements (125 cr.)

#### Degree Map >>

Students receiving the Bachelor of Fine Arts (BFA) degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- FINA-A 109 Ways of Seeing: Visual Literacy (Visual Literacy)
- FINA-P 273 Computer Art and Design I (Computer Literacy)
- AHST-A 307 Introduction to Non-Western Art (Non-Western Culture)
- Major Requirements (77 cr.)
- Additional Requirements (15 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.

### Major Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Foundation Level (12 cr.)

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio-2D Also known as INMS-F 102
- FINA-P 273 Computer Art and Design I Also known as INMS-P 273

### Art History/Foundation Level (6 cr.)

- AHST-A 101 Ancient and Medieval Art Also known as FINA-A 101
- AHST-A 102 Renaissance Through Modern Art Also known as FINA-A 102

### Survey Level (9 cr.)

- Three 200-level courses, outside area of concentration

### Upper-Level Concentration (38 cr.)

- 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-S 447 Printmaking 3
- 400-level Printmaking courses (5 cr.)

Select an area of specialization from one of the following three areas (6 cr.):

- Drawing and Painting

- Graphic Design
- Photography

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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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### Additional Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- **World Languages** (6 cr.) | Select two courses in one world language (Chinese, French, German, Japanese, Spanish)
- **Upper-Level Electives** (9 cr.)
- Select three credits at the 100- or 200-level (3 cr.)
- Select six credits at the 300- or 400-level (6 cr.)

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### Fine Arts Upper-Divisional Review

Completion of the upper divisional review marks a student's passage from pre-BFA/BA into the BFA/BA program. This review is an opportunity for every art student with 50 to 60 credits toward their degree to present their work to the faculty. This dedicated time is an opportunity to discuss the student's unique interests and goals. Upon satisfaction of the Upper Divisional requirement, students have distinguished themselves as upper-level BFA/BA candidates, and have made considerable progress towards graduation.

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### See also

- Studio Minor in Printmaking >>

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### BFA Sculpture

Pictured | **Evan Bickel** | *INMS BFA / Minor in Sculpture* | Goshen, Indiana (hometown)

**Dora Natella** (Professor)

**Nancy Aguilar** | *Fine Arts / Minor in Graphic Design* | Plymouth, Indiana (hometown)

**Sierra Wheeler** | Bristol, Indiana (hometown)

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### About the Bachelor of Fine Arts with a Concentration in Sculpture

The Bachelor of Fine Arts with a concentration in 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.

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### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising

holds are placed on all Fine Arts students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, students may have a secondary adviser if they have also declared a minor, although a minor is not required for a degree in the Fine Arts department. Students can verify their assigned advisor in the student center in [One.IU](#).

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### Degree Requirements (125 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Fine Arts (BFA) degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.) to include
- FINA-A 109 Ways of Seeing: Visual Literacy (Visual Literacy)
- FINA-P 273 Computer Art and Design I (Computer Literacy)
- AHST-A 307 Introduction to Non-Western Art (Non-Western Culture)
- Fine Arts Department Additional Requirements (15 cr.)
- Major Requirements (77 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.

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### Major Requirements (77 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Foundation Level (12 cr.)

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio-2D  
Also known as INMS-F 102
- FINA-P 273 Computer Art and Design I  
Also known as INMS-P 273

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#### Art History/Foundation Level (6 cr.)

- AHST-A 101 Ancient and Medieval Art  
Also known as FINA-A 101
- AHST-A 102 Renaissance Through Modern Art  
Also known as FINA-A 102

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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.)

- FINA-S 260 Ceramics 1
- FINA-S 270 Sculpture 1; OR  
FINA-S 271 Introduction to Figurative Sculpture
- FINA-S 361 Ceramics 2
- FINA-S 371 Sculpture 2
- FINA-S 471 Sculpture 3 (must be taken two times for credit)
- 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.)

**Select one of the following:**

- FINA-S 280 Metalsmithing and Jewelry Design
- FINA-S 300 Video Art
- FINA-S 301 Drawing 2
- FINA-S 371 Sculpture 2

**Select one of the following:**

- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3
- FINA-U 401 Special Topics in Studio Art  
VT: Modeling for Special Effects

**Art History/Upper Level (9 cr.)**

- Three courses at the 300- or 400-level

**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

**Fine Arts Department Additional Requirements (15 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- **World Languages** (6 cr.) | Select two courses in one world language (Chinese, French, German, Japanese, Spanish)
- **Upper-Level Electives** (9 cr.)
- Select three credits at the 100- or 200-level (3 cr.)
- Select six credits at the 300- or 400-level (6 cr.)

**Fine Arts Upper-Divisional Review**

Completion of the upper divisional review marks a student's passage from pre-BFA/BA into the BFA/BA program. This review is an opportunity for every art student with 50 to 60 credits toward their degree to present their work to the faculty. This dedicated time is an opportunity to discuss the student's unique interests and goals. Upon satisfaction of the Upper Divisional requirement, students have distinguished themselves as upper-level BFA/BA candidates, and have made considerable progress towards graduation.

**See also**

- Studio Minor in Sculpture >>

Photo courtesy of the **Ernestine M. Raclin School of the Arts**

**Minors in Fine Arts**

Pictured | **Lily Greathouse** | *B.F.A., Drawing and Painting* | Mill Creek, Indiana (hometown)

**Minor in Fine Arts**

The minor in fine arts is open only to non-fine 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.)**

- A 200- and a 300-level studio course in one area

**Art History Courses (6 cr.)**

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

Photo credit | **Teresa Sheppard**

**Minor in Photojournalism**

Pictured | **Jami Bell** | *Communication Studies, Public Relations / Minors in Photojournalism and Photography* | Niles, Michigan (hometown)

**Military** | Veteran, United States Air Force

**Minor in Photojournalism**

The Minor in Photojournalism is a total of 15 credit hours split between courses in Fine Arts and Journalism.

**Required courses (9 cr.)**

- FINA-S 291 Fundamentals of Photography
- FINA-S 392 Intermediate Photography
- JOUR-J 200 Reporting, Writing, and Editing I

**Select two courses from the following (6 cr.)**

- FINA-S 304 Digital Imaging
- FINA-S 406 Artificial Lighting
- FINA-S 495 Advanced Photo Systems
- FINA-A 399 Art, Aesthetics and Creativity  
VT: topic in Documentary
- JOUR-J 300 Communications Law
- JOUR-J 341 Newspaper Reporting
- JOUR-J 360 Journalism Specialties  
VT: topic in Online Journalism

Photo credit | **Teresa Sheppard**

**Studio Minor in Drawing and Painting**

Pictured | **Ryan Solano** | *Photography* | Michigan City, Indiana (hometown)

**Awards and Club Involvement** | Awarded 21st Century Scholar, J and FM Swain Scholarship, BFA Fine Arts Award, and the Titan Gold Scholarship | Active in Alpha Sigma Phi and 21st Century Scholar Corps.

## Studio Minor in Drawing and Painting

### Requirements (18 cr.)

- The minor is open to all IU South Bend students, including fine arts majors.

### Art History Courses (3 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select one of the following

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

### Fundamental Course (3 cr.)

- FINA-F 100 Fundamental Studio–Drawing

### Studio Courses (12 cr.)

- FINA-S 200 Drawing 1
- FINA-S 230 Painting 1
- FINA-S 301 Drawing 2
- FINA-S 331 Painting 2

### See also

- Bachelor of Fine Arts in Drawing and Painting >>

Photo credit | **Teresa Sheppard**

## Studio Minor in Graphic Design

Pictured | **Samuel Miller** | *Graphic Design* | Mishawaka, Indiana (hometown)

Background artwork credit | **Samuel Miller**

## Studio Minor in Graphic Design

### Requirements (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.

### Art History Courses (3 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select one of the following:

- AHST-A 303 Art Since 1945
- AHST-A 308 Modern Art 1900-1945
- FINA-A 399 Art, Aesthetics, and Creativity VT: History of Graphic Design

### Fundamental Courses (6 cr.)

All courses are 3 credit hours, unless otherwise designated.

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

### Studio Courses (9 cr.)

All courses are 3 credit hours, unless otherwise designated.

- FINA-P 323 Introduction to Web Design
- FINA-S 323 Intermediate Photoshop
- FINA-S 324 Page Layout and Design

### See also

- Bachelor of Fine Arts in Graphic Design >>

## Studio Minor in Photography

Pictured | **Aubrie Williamson** | *Photography* | South Bend, Indiana (hometown)

## Studio Minor in Photography (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.

### Art History Courses (3 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select one of the following:

- AHST-A 303 Art Since 1945
- AHST-A 308 Modern Art 1900-1945
- AHST-A 477 History of Photography

### Fundamental Courses (3 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select one of the following:

- FINA-F 100 Fundamental Studio-Drawing
- FINA-F 101 Fundamental Studio-3D
- FINA-F 102 Fundamental Studio–2D

### Studio Courses (12 cr.)

- FINA-S 291 Fundamentals of Photography
- FINA-S 392 Intermediate Photography

#### Select two of the following:

- FINA-A 190 Art, Aesthetics, and Creativity VT: Point and Shoot
- FINA-A 399 Art, Aesthetics, and Creativity VT: The Photographic Portrait
- FINA-A 399 Art, Aesthetics, and Creativity VT: American Landscape Photography
- FINA-A 399 Art, Aesthetics, and Creativity VT: Documentary Photography
- FINA-A 399 Art, Aesthetics, and Creativity VT: Street Photography in Florence
- FINA-S 300 Video Art
- FINA-S 304 Digital Imaging
- FINA-S 406 Artificial Lighting
- FINA-S 407 Alternative Processes in Photography
- FINA-S 423 Large Format Photography
- FINA-S 495 Advanced Photo Systems
- FINA-S 497 Independent Study in Studio Art

### See also

- Bachelor of Fine Arts in Photography >>

Photo provided by the **Ernestine M. Raclin School of the Arts**

## Studio Minor in Printmaking

Pictured | **Zidan (Dan Dan) Wu** | *Printmaking* | (hometown)

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### Studio Minor in Printmaking

**Note** | The minor is open to all IU South Bend students, including fine arts majors.

#### Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

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

Select one of the following:

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

Select one of the following:

- FINA-F 100 Fundamental Studio–Drawing
- FINA-F 102 Fundamental Studio–2D

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#### 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
- FINA-S 400-level Printmaking course/s

#### See also

- Bachelor of Fine Arts in Printmaking >>

Photo credit | **Teresa Sheppard**

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### Studio Minor in Sculpture

Pictured | **Nathan Welling** | *Pre-Art Education* | Goshen, Indiana (hometown)

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### Studio Minor in Sculpture

#### Requirements (18 cr.)

- The following minor is open to all IU South Bend students, including fine arts majors.

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

Select one of the following:

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

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#### Fundamental Courses (3 cr.)

- FINA-F 101 Fundamental Studio–3D

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#### Studio Courses (12 cr.)

- FINA-S 371 Sculpture 2

Select one of the following

- FINA-S 270 Sculpture 1
- FINA-S 271 Introduction to Figurative Sculpture
- FINA-S 280 Metalsmithing and Jewelry Design

Select two of the following

- FINA-A 399 Art, Aesthetics, and Creativity

VT: Painting and Sculpture in Florence

- FINA-S 200 Drawing 1
- FINA-S 260 Ceramics 1
- FINA-S 361 Ceramics 2
- FINA-S 381 Metalsmithing and Jewelry Design II
- FINA-S 403 Anatomy for the Artist
- FINA-S 471 Sculpture 3
- FINA-S 497 Independent Study in Studio Art  
VT: Independent Study in Sculpture
- FINA-U 401 Special Topics in Studio Art  
VT: Modeling for Special Effects

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#### See also

- Bachelor of Fine Arts in Sculpture >>

Photo credit | **Teresa Sheppard**

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## Integrated New Media Studies

Pictured | **Michael Lasater, Ph.D.** | *Syracuse University, 1992* | Professor of Mass Communication and Chair of New Media

### Integrated New Media Studies

**Michael Lasater, Ph.D.** | Chair  
Education and Arts 2025N | (574) 520-4265 | [newmedia.iusb.edu](http://newmedia.iusb.edu)

#### Faculty

- Professors | **Lasater** (Chair)
- Associate Professor | **Souther**
- Assistant Professors | **Hottois, Y.S. Lee**
- Emeriti | **Ackoff**

### 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
  - Informatics
  - Interactive Media
  - Video and Motion Media

### Minor Offered

- Minor in Integrated New Media Studies

### Course Descriptions

- Integrated New Media Studies INMS

### Index

- About Integrated New Media Studies
- Transfer Credit Hours

### About Integrated New Media Studies

Pictured | **Jennifer Stahl** | *Integrated New Media Studies / Minor in Business Administration* | Bristol, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

### About Integrated New Media Studies

Integrated New Media Studies (INMS) at Indiana University South Bend is a uniquely interdisciplinary academic program of excellence in the rapidly developing field of new media. The computer and computer technologies are at the core of our program, the means of preparation, production, exhibition, application, and distribution. Our mission is to educate our students in a wide range of new media professional, creative, critical, and aesthetic skills applicable to careers in art, communication, business, industry, government, and the professions.

Students may choose from four degree offerings:

- B.F.A. in INMS with a group focus and a minor
- B.F.A. in INMS with a concentration in informatics

- B.F.A. in INMS with a concentration in video and motion media
- B.F.A. in INMS with a concentration in interactive media

### 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.

### BFA in Integrated New Media Studies

Pictured | **Jeremy Tittle** | *Integrated New Media Studies* | South Bend, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

### About the Bachelor of Fine Arts in Integrated New Media Studies (group focus in Design, Music, Video and Motion Media)

Integrated New Media Studies (INMS) at Indiana University South Bend is a uniquely interdisciplinary academic program of excellence in the rapidly developing field of new media. The computer and computer technologies are at the core of our program, the means of preparation, production, exhibition, application, and distribution. Our mission is to educate our students in a wide range of new media professional, creative, critical, and aesthetic skills applicable to careers in art, communication, business, industry, government, and the professions.

The Bachelor of Fine Arts in Integrated New Media Studies with a Group Focus and Minor offers maximum flexibility to students seeking to tailor their degree to their career goals. Building on History and Aesthetics and Core Studies, students choose a Group Focus addressing their interests. The required Minor provides opportunity to develop skills in a second career area, or to pursue deeper preparation in addition to the Group Focus. Fifteen credits of free electives also provide space to expand on the student's Group Focus, to pursue a second Minor, or explore other areas.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Maps >>](#)

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

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity VT: The Artist and New Media (Art, Aesthetics, and Creativity)
- JOUR-J 210 Visual Communication (Visual Literacy)
- MUS-T 190 Literary and Intellectual Traditions VT: Exploring Musical Genres: Classical Music and Beyond (Literary and Intellectual Traditions)
- Major Requirements (39 cr.)
- Group Focus (9 cr.)
- Required Minor (15 cr.)
- Electives (15 cr.)
- World Language Requirement (6 cr.)

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

### Major Requirements (39 cr.)

#### History and Aesthetics (9 cr.)

- AHST-A Ancient and Medieval Art; OR FINA-A 101 Ancient and Medieval Art
- AHTS-A Renaissance Through Modern Art; OR FINA-A 102 Renaissance Through Modern Art
- One AHST elective 300-400 level

#### New Media Core (30 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)  
Fulfills General Education Computer Literacy requirement
- INMS-N 112 New Media Composition and Aesthetics II
- INFO-I 213 Web Site Design and Development
- INMS-N 201 Digital 3D Art and Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- INMS-N 111 New Media Composition and Aesthetics I
- MUS-A 101 Introduction to Audio Technology
- TEL-T 336 Digital Video Production
- TEL-T 498 Projects in Telecommunications (2 cr.)

#### Group Focus (9 cr.)

Select one of the following focus areas

##### Design

- INMS-N 212 Interactive Game Design 1
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3; OR INMS-N 313 Interactive Game Design 2

##### 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

#### Video and Motion Media

- INFO-I 310 Multimedia Arts and Technology
- INMS-N 300 Video Art

- INMS-N 430 Topical Seminar in New Media

#### General Electives (15 cr.)

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

#### Minor (15 cr.)

- Students must complete a minor to complement their degree program and provide additional skills in a related area. Students may select any IUSB minor except the Minor in Integrated New Media Studies.

#### World Language (6 cr.)

- Two semesters of one world language

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

- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies (0 cr.)

#### BFA in INMS, Informatics

Pictured | **Joe Sage** | *Video/Motion Media / Minor in Informatics* | Elkhart, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

#### About the Bachelor of Fine Arts in Integrated New Media Studies (Informatics)

Integrated New Media Studies (INMS) at Indiana University South Bend is a uniquely interdisciplinary academic program of excellence in the rapidly developing field of new media. The computer and computer technologies are at the core of our program, the means of preparation, production, exhibition, application, and distribution. Our mission is to educate our students in a wide range of new media professional, creative, critical, and aesthetic skills applicable to careers in art, communication, business, industry, government, and the professions.

The Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in Informatics offers preparation in new media production skills plus Informatics based skills in coding, programming, and human-computer interaction design. Building on History and Aesthetics and Core Studies, students train in informatics, web programming, information infrastructure, interface design and programming, and multimedia technology. Fifteen credits of free electives provide space to expand on the student's Informatics Concentration, to pursue a minor, or explore other areas.

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

**Degree Requirements (120 cr.)****[Degree Map >>](#)**

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

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity VT: The Artist and New Media (Art, Aesthetics, and Creativity)
- JOUR-J 210 Visual Communication (Visual Literacy)
- MUS-T 190 Literary and Intellectual Traditions VT: Exploring Musical Genres: Classical Music and Beyond (Literary and Intellectual Traditions)
- Major Requirements (63 cr.)
- Electives (15 cr.)
- World Language Requirement (6 cr.)

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

**Major Requirements (63 cr.)****History and Aesthetics (9 Cr.)**

- AHST-A Ancient and Medieval Art; OR FINA-A 101 Ancient and Medieval Art
- AHTS-A Renaissance Through Modern Art; OR FINA-A 102 Renaissance Through Modern Art
- One AHST elective 300-400 level

**New Media Core (30 cr.)**

- INFO-I 101 Introduction to Informatics (4 cr.)  
Fulfills General Education Computer Literacy requirement
- INFO-I 213 Website Design and Development
- INMS-N 111 New Media Composition and Aesthetics I
- INMS-N 112 New Media Composition and Aesthetics II
- INMS-N 201 Digital 3D Art and Design I
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- MUS-A 101 Introduction to Audio Technology
- TEL-T 336 Digital Video Production
- TEL-T 498 Projects in Telecommunications (2 cr.)

**Concentration (24 cr.)**

- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 340 An Introduction to Web Programming
- INFO-I 211 Information Infrastructure II (4 cr.)
- INFO-I 210 Information Infrastructure (4 cr.)
- INFO-I 300 Human-Computer Interaction Design and Programming
- INFO-I 310 Multimedia Arts and Technology
- INMS-N 430 Topical Seminar in New Media

**General Electives (15 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.)**

- INMS-S 499 Bachelor of Fine Arts Review in Integrated New Media Studies (0 cr.)

**BFA in INMS, Interactive Media**

Pictured | **Justin Wippich** | *Video and Motion Media* | La Porte, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

**About the Bachelor of Fine Arts in Integrated New Media Studies (Interactive Media)**

Integrated New Media Studies (INMS) at Indiana University South Bend is a uniquely interdisciplinary academic program of excellence in the rapidly developing field of new media. The computer and computer technologies are at the core of our program, the means of preparation, production, exhibition, application, and distribution. Our mission is to educate our students in a wide range of new media professional, creative, critical, and aesthetic skills applicable to careers in art, communication, business, industry, government, and the professions.

Students pursuing the Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in Interactive Media build on History and Aesthetics, Core Studies, and current related software to train in multimedia interactivity applied to the internet, digital gaming, 3D modeling, and motion graphics. 15 cr. of free electives provide space to expand on the student's Interactive Media concentration, to pursue a minor, or explore other areas.

**Academic Advising**

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

**Degree Requirements (120 cr.)****[Degree Map >>](#)**

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

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity VT: The Artist and New Media (Art, Aesthetics, and Creativity)
- JOUR-J 210 Visual Communication (Visual Literacy)
- MUS-T 190 Literary and Intellectual Traditions VT: Exploring Musical Genres: Classical Music and Beyond (Literary and Intellectual Traditions)
- Major Requirements (60 cr.)
- General Electives (18 cr.)
- World Languages (6 cr.)

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

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### Major Requirements (60 cr.)

#### History and Aesthetics (9 cr.)

- AHST-A Ancient and Medieval Art; OR FINA-A 101 Ancient and Medieval Art
- AHST-A 102 Renaissance Through Modern Art; OR FINA-A 102 Renaissance Through Modern Art
- One AHST elective 300-400 level

#### New Media Core (30 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)  
Fulfills General Education Computer Literacy requirement
- INFO-I 213 Web Site Design and Development
- INMS-N 111 New Media Composition and Aesthetics 1
- INMS-N 112 New Media Composition and Aesthetics II
- INMS-N 201 Digital 3D Art and Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- MUS-A 101 Introduction to Audio Technology
- TEL-T 336 Digital Video Production
- TEL-T 498 Projects in Telecommunications (2 cr.)

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#### Interactive Media Concentration (21 cr.)

- INMS-N 212 Interactive Game Design 1
- INMS-N 300 Video Art OR  
INMS-N 325 Multimodal Design
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 303 Digital 3D Art and Design 3 OR  
INMS-N 442 Workshop in Web Design 2 OR  
INMS-N 430 Topical Seminar in New Media
- INMS-N 308 Integrated New Media Studies Internship OR  
INMS-N 337 Advanced Motion Graphics and Compositing
- INMS-N 414 Interactive Game Design 3 OR  
INMS-N 443 Workshop in Integrated Web Design 3
- INMS-N 444 Workshop in Integrated Web Design OR  
INMS-N 313 Interactive Game Design 2

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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.)

- INMS-N 499 Bachelor of Fine Arts Review in Integrated New Media Studies (0 cr.)

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#### BFA in INMS, Video and Motion Media

Pictured | **Jonathan Fitzgerald** | *Video and Motion Media* | Kokomo, Indiana (hometown)

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### About the Bachelor of Fine Arts in Integrated New Media Studies (Video and Motion Media)

Integrated New Media Studies (INMS) at Indiana University South Bend is a uniquely interdisciplinary academic program of excellence in the rapidly developing field of new media. The computer and computer technologies are at the core of our program, the means of preparation, production, exhibition, application, and distribution. Our mission is to educate our students in a wide range of new media professional, creative, critical, and aesthetic skills applicable to careers in art, communication, business, industry, government, and the professions.

The Bachelor of Fine Arts in Integrated New Media Studies with a Concentration in Video and Motion Media offers thorough preparation in both camera-based and edit-based digital motion media expressed in linear and interactive compositions and productions. Building on History and Aesthetics and Core Studies, students train in video, motion graphics, and interactive multimedia. Eighteen credits of free electives provide space to expand on the student's Video and Motion Media Concentration, to pursue a minor, or explore other areas.

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#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: The Artist and New Media (Art, Aesthetics, and Creativity)
- JOUR-J 210 Visual Communication (Visual Literacy)
- MUS-T 190 Literary and Intellectual Traditions  
VT: Exploring Musical Genres: Classical Music and Beyond (Literary and Intellectual Traditions)
- Major Requirements (60 cr.)
- General Electives (15 cr.)
- World Language Requirement (6 cr.)

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

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#### Major Requirements (60 cr.)

##### History and Aesthetics (9 cr.)

- AHST-A 101 Ancient and Medieval Art; OR

FINA-A 101 Ancient and Medieval Art

- AHST-A 102 Renaissance Through Modern Art; OR  
FINA-A 102 Renaissance Through Modern Art
- One AHST elective 300-400 level

### **New Media Core (30 cr.)**

- INFO-I 101 Introduction to Informatics (4 cr.)  
Fulfills General Education Computer Literacy requirement
- INMS-N 111 New Media Composition and Aesthetics I
- INMS-N 112 New Media Composition and Aesthetics II
- INFO-I 213 Website Design and Development
- INMS-N 201 Digital 3D Art and Design I
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 369 Interactive Multimedia
- MUS-A 101 Introduction to Audio Technology
- TEL-T 336 Digital Video Production
- TEL-T 498 Projects in Telecommunications (2 cr.)

### **Video and Motion Media Concentration (21 cr.)**

- CMLT-C 190 An Introduction to Film
- INFO-I 310 Multimedia Arts and Technology; OR  
INMS-N 430 Topical Seminar in New Media
- INMS-N 300 Video Art
- INMS-N 322 Cinema in New Media
- INMS-N 337 Advanced Motion Graphics and Compositing
- INMS-N 427 Advanced Integrated New Media Workshop
- One CMLT elective 200-400 level

### **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.)**

- INMS-S 499 Bachelor of Fine Arts Review in Integrated New Media Studies (0 cr.)

Photo credit | **Teresa Sheppard**

### **Minor in Integrated New Media Studies**

Pictured | **Justin Wippich** | *Video and Motion Media* | La Porte, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

### **About the Minor in Integrated New Media Studies**

Students pursuing the Minor in Integrated New Media Studies build on new media aesthetics and current related software to acquire skills in multimedia interactivity applied to the Internet, digital gaming, 3D modeling, motion graphics, or motion media.

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

All courses are 3 credit hours, unless otherwise stated.

#### **Required Core Courses (12 cr.)**

- INFO-I 101 Introduction to Informatics (4 cr.)
- INMS-N 111 New Media Composition and Aesthetics I
- INMS-N 112 New Media Composition and Aesthetics II
- TEL-T 498 Projects in Telecommunications (2 cr.)

#### **Additional Required Courses (6 cr.)**

##### **Select two of the following**

(one course must be 300-400 level)

- INFO-I 213 Web Site Design and Development
- INMS-A 399 Art, Aesthetics, and Creativity  
VT: Artist and New Media
- INMS-N 201 Digital 3D Art and Design 1
- INMS-N 212 Interactive Game Design 1
- INMS-N 283 Introduction to Production Techniques and Practices
- INMS-N 300 Video Art
- INMS-N 302 Digital 3D Art and Design 2
- INMS-N 313 Interactive Game Design 2
- TEL-T 336 Digital Video Production

## Department of Music

Pictured | **Jorge Muñiz, D.M.A.** | *The Manhattan School of Music, 2004* | Associate Professor of Music, Composition, and Theory

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### Department of Music

**Jorge Muñiz, D.M.A.** | Chair  
Northside 01 | (574) 520-4458 | [music.iusb.edu](http://music.iusb.edu)

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#### Faculty

- Martin Endowed Chair of Piano and Professor of Practice | **Gabrielian**
- Associate Professor | **Jorge Muñiz** (Chair), **McCormack, J. Wright**
- Assistant Professors | **Jennifer Muñiz, Olivier**
- Senior Lecturer | **Badridze, Cooper, Vargas**
- Lecturers | **Choi, Shea**
- Faculty Emeriti | **Barton, Demaree, Esselstrom**

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#### Undergraduate Degrees Offered

- Bachelor of Arts in Music
- Bachelor of Music with Concentrations in
  - Composition
  - Orchestral Instrument
  - Piano
  - Voice Performance
- Bachelor of Music Education Choral Concentration
- Bachelor of Music Education Instrumental Concentration
- The Performer Diploma

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#### Minors Offered

- Minor in Music Composition
- Minor in Music Performance
- Minor in Music Theory and History

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#### Graduate Degrees Offered

- Master of Music
- Artist Diploma

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#### Course Descriptions

Music | MUS

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Photo courtesy of the **Ernestine M. Raclin School of the Arts**

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#### Music Information

Pictured | **Zachary Newsom** | *Bachelor of Music Education, Instrumental* | Osceola, Indiana (hometown)

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#### 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.

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#### 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.)

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### Credit for Professional Experience

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

- In academic courses, on the recommendation of the department chair, the student may gain [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.

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### 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.

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### 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.

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### Applied Music Procedures

The assignment of students to teachers for applied music lessons is the responsibility of the music department chair, 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 appeal to the faculty for enrollment in applied music..

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### 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.

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### 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.

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### 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 Canvas to maintain student records. Students must enroll in and pass this course every semester in residence to receive their degree. 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 Exam

MUS-P 105 Keyboard Proficiency Exam is a requirement for graduation for all students majoring in music. 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 examination is offered 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 or music education faculties, or both.

The sequence of courses Class Piano MUS-P101 through MUS-P 104 is designed to prepare students for the Exam. Entering students will take a placement exam to determine the appropriate starting level. Entering students who have qualified out of Class Piano MUS-P101 through MUS-P 104 at the placement exam may take the Keyboard Proficiency Exam at the end of the entering semester.

Students are auto-enrolled in MUS-P 105 when they enroll in MUS-P 104. If a student is not able to pass all parts of the exam on the first attempt, it is recommended that the student enrolls in one semester of MUS-P 100 piano lessons to prepare for the second attempt in the semester immediately after the first attempt. If the student does not pass all requirements of the Proficiency Exam by one semester after initial enrollment in MUS-P 105 (after the second attempt), the student must re-enroll in MUS-P 104.

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 pass the exam within one year of initially registering for MUS-P 105. After one year, the I will become an F. If the student has an F, the student must enroll again in MUS-P 105. Students are required to enroll in MUS-P 100 piano lessons in the semester that they re-enroll in MUS-P 105.

### 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 an accompaniment to an art song OR an accompaniment to an instrumental solo, depending on degree focus
- 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 Two, Edition 2, pgs 345-377 (excluding p. 364) or any piece from Easy Classics to Moderns Vol. 17

### Additional requirements: (required of students in the degree programs indicated)

- Piano (B.M., M.M.): Scales and arpeggios, major and minor keys, in sixteenth notes, two hands—four octaves, quarter note = M.M. 144.
- Piano (B.M., M.M.): Sight-read the piano part of an ensemble piece such as a Mozart sonata for piano and violin
- Voice (B.M., M.M.): Sight-reading a solo vocal part together with the piano accompaniment (one example will be given: student will perform as an accompaniment only, then incorporating the voice line)
- B.M.E. and Composition (B.M. and M.M.): Sight-reading a portion of an open vocal score (SATB written on four different staves)
- Composition (B.M. and M.M.) 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

Photo credit | **Teresa Sheppard**

## Campuswide Curriculum

Pictured | **Lindsay Boussom** | *BME, Choral / Piano and Organ* | Goshen, Indiana (hometown)

## Curriculum for Bachelor Degrees

### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

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

#### Fundamental Literacies (19 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (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**

#### 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.)

Photo credit | **Teresa Sheppard**

#### Bachelor of Arts in Music

Pictured | **Victoria Schemenauer** | *Music, Voice* | Elkhart, Indiana (hometown)

**Club affiliation** | IU South Bend Honors Program

#### About the Bachelor of Arts in Music

The Bachelor of Arts (B.A.) 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 allow students to tailor their degree for their future endeavors.

#### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Music students prior to advance registration and are released following advising appointments. Students with a declared major in Music are advised by Music faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Music. You can verify your assigned advisor in the student center in [One.IU](http://One.IU).

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (39 cr.)
- Major Requirements (47 cr.)
- World Languages (6 cr.)
- Music Electives (13 cr.)
- General Electives (15 cr.)

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

#### Major Requirements (47 cr.)

All courses are 3 credit hours, unless otherwise designated

**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.)**

Select one of the following options:

**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.

**World Languages (6 cr.)**

- Two semesters of languages (may be satisfied with world languages placement test and credit by examination)

Photo credit | **Teresa Sheppard**

**Bachelor of Music in Composition**

Pictured | **Jaimy Garcia** | *Music Composition* | Elkhart, Indiana (hometown)

**About the Bachelor of Music in Composition**

The Bachelor of Music (B.M.) 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.

B.M. 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.

**Academic Advising**

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Communication Studies students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Fine Arts department. You can verify your assigned advisor in the student center in [One.IU](#).

**Degree Requirements (120 cr.)****Degree Map >>**

Students receiving the Bachelor of Music in Composition degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
- Major Requirements (70 cr.)
- World Languages (6 cr.)
- Electives (5 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.

**Major Requirements (70 cr.)****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.)

#### Other Music Requirements (0 cr.)

- 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.)

Select one of the following options:

##### 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.)

#### Chamber Music (2 cr.)

- Chamber music or small ensemble (1 cr.) (two semesters)

#### 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

#### World Languages (6 cr.)

- Two semesters of one language (may be satisfied with world languages placement test and credit by examination).

#### Electives (5 cr.)

Photo provided by the **Ernestine M. Raclin School of the Arts**

#### Bachelor of Music in Orchestral Instrument

Pictured | **Cesar Vicente Do Santos Silva** | *B.M. Orchestral, Viola* | ? Brazil (hometown)

#### About the Bachelor of Music in Orchestral Instrument

The Bachelor of Music (B.M.) 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.

#### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Music students prior to advance registration and are released following advising appointments. Students with a declared major in Music are advised by Music faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Music department. You can verify your assigned advisor in the student center in [One.IU](#).

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

Students receiving the Bachelor of Music in Orchestral Instrument degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
- Major Requirements (64 cr.)
- Music Electives (8 cr.)
- General Electives (3 cr.)
- World Languages (6 cr.)

- A minimum of 30 credit hours at the 300- or 400-level.

- Courses required for the major must be completed with a grade of C– or higher.
- A minimum CGPA of 2.0 is required.

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### Major Requirements (64 cr.)

#### Core Musicianship (25 cr.)

#### Music Theory and History (25 cr.)

- 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 (0 cr.)

- 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.)

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#### 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

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#### World Languages (6 cr.)

- Two semesters of languages (may be satisfied with world languages placement test and credit by examination)

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Photo credit | **Teresa Sheppard**

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#### Bachelor of Music in Piano

## BS Music Education General Education Requirements

Pictured | **Lindsay Boussom** | *BME, Choral / Piano and Organ* | Goshen, Indiana (hometown)

### Bachelor of Music Education General Education Requirements

#### Fundamental Literacies (19 cr.)

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- Critical Thinking | ENG-W 270 Argumentative Writing
- Oral Communication | EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.)
- Visual Literacy
- Quantitative Reasoning
- Information Literacy | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- Computer Literacy | EDUC-W 200 Using Computers in Education

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

- The Natural World
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology
- Literary and Intellectual Traditions
- Arts, Aesthetics, and Creativity | MUS-A 190 Arts, Aesthetics, and Creativity

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

- Non-Western Cultures | MUS-M 375 Survey of Ethnic and Popular Musics of the World
- Health and Wellness
- **Choral Concentration** | EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- **Instrumental Concentration** | MUS-X 70 University Choral Ensembles (1 cr.) must take two semesters for total of 2 cr.
- Diversity in United States Society | EDUC-H 340 Education in American Culture

Photo credit | **Teresa Sheppard**

### Bachelor of Music in Voice Performance

Pictured | **Brock Crockom** | *B.M., Voice / Minor in Theatre and Drama* | South Bend, Indiana (hometown)

**Club affiliation** | Honors Program

#### About the Bachelor of Music in Voice

The Bachelor of Music (B.M.) 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.

#### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Music students prior to advance registration and are released following advising appointments. Students with a declared major in Music are advised by Music faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Music department. You can verify your assigned advisor in the student center in [One.IU](#).

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

Students receiving the Bachelor of Music in Voice Performance degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
- Major Requirements (67 cr.)
- Additional Requirements (3 cr.)
- Electives (5 cr.)
- World Languages (6 cr.)

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

#### Major Requirements (67 cr.)

##### Core Musicianship (25 cr.)

##### Music Theory and History (25 cr.)

- 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 (0 cr.)

- 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 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.)

### 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.)

### 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)

### 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.)

### Additional Requirements (3 cr.)

- THTR-T 120 Acting I: Fundamentals of Acting

### Electives (5 cr.)

#### World Languages (6 cr.)

- Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

Photo courtesy of the **Brock Crockom**

### BME Instrumental

#### BME Choral Concentration

Pictured | **Juan-Carlos Alarcon** | *B.M.E., Choral-General Teaching; Piano and Organ* | Elkhart, Indiana (hometown)  
**Volunteer activities and affiliations** | Board member/librarian, Elkhart County Symphony; President, Collegiate Chapter of the National Association for Music Education (CNAFME)

#### About the Bachelor of Music Education with Instrumental-/Choral-General Concentrations

The Bachelor of Music Education (B.M.E.) is a professional undergraduate degree that offers rigorous music training, a solid foundation in general education, and meets the licensing requirements of the Indiana Department of Education.

### Academic Advising

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Music students prior to advance registration and are released following advising appointments. Students with a declared major in Music are advised by Music faculty. Additionally, you may have a secondary adviser if you have also declared a minor, although a minor is not required for a degree in the Music Arts department. You can verify your assigned advisor in the student center in [One.IU.](#)

### Degree Requirements (124 cr.)

#### Degree Map >>

Students receiving the Bachelor of Music Education Choral Concentration degree must complete 124 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
- Major Requirements (85 cr.)
- Education Requirement (21 cr.)
- Music Education Requirement (11 cr.)
- Technique (6 cr.)
- Music Requirements (47 cr.)
- Other Music Requirements (0 cr.)
- Additional Music Requirements (0 cr.)

- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required.
- All Bachelor of Music Education students must successfully pass all sections of the Indiana Core Academic Skills Assessment (CASA) Basic Skills Exam (or demonstrate competence in basic reading, writing, and mathematics skills via Indiana Department of Education alternate assessments) prior to enrolling in EDUC-F 201 and EDUC-F 202.
- Students must successfully pass all sections of the CASA Content Area Assessments prior to graduation.
- For more information on CASA exams, visit [www.in.nesinc.com](http://www.in.nesinc.com).
- An overall GPA of 2.75 and completion of the CASA Basic Skills Exam 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.

### Major Requirements (85 cr.)

All courses are 3 credits, unless otherwise designated.

#### Education Requirements (21 cr.)

- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 482 Student Teaching All Grades Music (12 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management

**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 (2 cr.)
- MUS-U 357 Music in Special Education

**Technique (6 cr.)**

- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

**Select 2 courses from the following:**

- MUS-G 261 String Class Techniques (1 cr.)
- MUS-G 281 Brass Instrument Techniques (1 cr.)
- MUS-G 337 Woodwind Techniques (1 cr.)
- MUS-G 338 Percussion Techniques (1 cr.)

**Music Requirements (47 cr.)****Core Musicianship (25 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 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.)
- MUS-T 315 Analysis of Musical Form

**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- 300 Principal Instrument (1 cr.) (every semester except when student teaching)

**Ensemble (7 cr.)**

Select one of the following 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.)

**Choral Concentration (4 cr.)**

- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
- MUS-P 211 Keyboard Techniques (2 cr.)

**Other Music Requirements (0 cr.)**

- 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.)

**Additional Music Requirements (0 cr.)**

- 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.)

**BS in Music and an Outside Field****Bachelor of Science in Music and an Outside Field**

**Note** | This program is no longer available for new students

**About the Bachelor of Science 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.

**Academic Advising**

The Ernestine M. Raclin School of the Arts policy on advising requires that students meet with their academic advisors each semester prior to registration. Advising holds are placed on all Communication Studies students prior to advance registration and are released following advising appointments. Students with a declared major in Fine Arts are advised by Fine Art faculty. Additionally, you may have a secondary adviser if you have also declared

a minor, although a minor is not required for a degree in the Fine Arts department. You can verify your assigned advisor in the student center in [One.IU](http://One.IU).

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### Degree Requirements (121-129 cr.)

Students receiving the Bachelor of Music in Composition degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.)
  - Major Requirements (70 cr.)
  - World Languages (6 cr.)
  - Electives (5 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C– or higher.
  - A minimum CGPA of 2.0 is required.

### Major Requirements

All courses are 3 credit hours, unless otherwise designated.

### Core Musicianship (28 cr.)

- See list of approved classes

### Piano Proficiency (4 cr.)

Select one option from the following:

#### 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-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)

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### Other Music (4 cr.)

- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.)

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### 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.

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### 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

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### 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.

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### 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.

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### 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.

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### 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.

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### Bachelor of Music

- Early Instrument
- Jazz Studies
- Woodwind Instruments
- Theory
- Music History and Literature
- Music Therapy (Fort Wayne)

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### 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:

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#### 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.)

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#### 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.

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#### 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.)

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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 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging 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 Sightsinging and Aural Perception I (1 cr.)
- MUS-T 116 Sightsinging 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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#### World Languages (6 cr.)

- Two semesters of one language (may be satisfied with world languages placement test and credit by examination)

### Minor in Music Composition

Pictured | **Joseph Meyers** | *B.M. Composition* | Mishawaka, Indiana (hometown)

#### About the Minor in Music Composition

A minor in music is amiable to students in any IU South Bend degree program. Students wishing to minor in music should speak with the music department chair. There are three different minor tracks: performance, music theory and history, and composition. All minor programs provide students with a fundamental education in the theory and history of music.

#### Minor Requirements (25 cr.)

##### Core Requirements (22 cr.)

All courses are 3 credits, unless otherwise designated.

- MUS-I 100 Cultural Events Attendance (0 cr.)  
4 semesters of successful completion
- MUS-K 110 Composition, Elective Level (1 cr.)  
4 semesters
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-X XXX University Ensemble (1 cr.)  
4 semesters

#### Other Music (3 cr.)

Select from the following:

- MUS-M 375 Survey of Ethnic and Popular Music of the World
- MUS-M 410 Composer or Genre
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Music Form
- MUS-T 390 Literary and Intellectual Traditions
- Or course as approved by department chair

Photo credit | **Teresa Sheppard**

### Minor in Music Theory and History

Pictured | **Niklas Martin** | *B.M.E., Instrumental* | Elkhart, Indiana (hometown)

#### About the Minor in Music Theory and History

A minor in music is amiable to students in any IU South Bend degree program. Students wishing to minor in music should speak with the music department chair. There are three different minor tracks: performance, music theory and history, and composition. All minor programs provide students with a fundamental education in the theory and history of music.

#### Minor Requirements (25 cr.)

##### Core Requirements (16 cr.)

All courses are 3 credits, unless otherwise designated.

- MUS-I 100 Cultural Events Attendance (0 cr.)  
4 semesters of successful completion

- 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-X XXX University Ensemble (1 cr.)  
4 semesters

#### Other Music (9 cr.)

Select from the following (at least 3 cr. must be at the 200-level or above):

- MUS-A 101 Introduction to Audio Tehcnology
- MUS-G 370 Techniques for Conducting (2 cr.)
- MUS-K 231 Free Counterpoint 1 (2 cr.)
- MUS-K 403 Electronic Studio Resources I
- MUS-K 404 Electronic Studio Resources II
- MUS-K 406 Projects in Electronic Music
- MUS-L 101 Beginning Guitar Class (2 cr.)
- MUS-M 375 Survey of Ethnic and Popular Music of the World
- MUS-M 410 Composer or Genre
- MUS-M 430 Introduction to Contemporary Music
- MUS-M 431 Song Literature I
- 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-T 190 Literary and Intellectual Traditions
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Music Form
- MUS-T 390 Literary and Intellectual Traditions
- MUS-U 121 Fundamentals of Diction for Singers (2 cr.)
- MUS-U 122 Advanced Diction for Singers (2 cr.)
- MUS-V 101 Voice Class
- Or course as approved by department chair

Photo credit | **Teresa Sheppard**

### Minor in Music Performance

#### About the Minor in Music Performance

A minor in music is amiable to students in any IU South Bend degree program. Students wishing to minor in music should speak with the music department chair. There are three different minor tracks: performance, music theory and history, and composition. All minor programs provide students with a fundamental education in the theory and history of music.

#### Minor Requirements (25 cr.)

##### Core Requirements (22 cr.)

All courses are 3 credits, unless otherwise designated.

- MUS-I 100 Cultural Events Attendance (0 cr.)  
4 semesters of successful completion
- MUS-M 201 The Literature of Music 1
- MUS-M 202 The Literature of Music 2
- MUS-P 101 Piano Class 1 (1 cr.)
- MUS-P 102 Piano Class 2 (1 cr.)
- MUS-T 113 Music Theory I
- MUS-T 114 Music Theory II
- MUS-X XXX University Ensemble (1 cr.)

- 4 semesters
- MUS-X XXX 100-level Applied Music (1 cr.)  
4 semesters

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### Other Music (3 cr.)

Select from the following:

- MUS-M 375 Survey of Ethnic and Popular Music of the World
- MUS-M 410 Composer or Genre
- MUS-M 430 Introduction to Contemporary Music
- MUS-T 213 Music Theory III
- MUS-T 214 Music Theory IV
- MUS-T 315 Analysis of Music Form
- MUS-T 390 Literary and Intellectual Traditions
- Or course as approved by department chair

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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.

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#### 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.

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#### 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)

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##### 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.

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##### 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.

## Graduate Music

Pictured | **Jorge Muñiz, D.M.A.** | *The Manhattan School of Music, 2004* | Associate Professor of Music, Composition, and Theory

## Graduate Music

Northside 07 | (574) 520-4655 | [music.iusb.edu](http://music.iusb.edu)

### Faculty

- Professor | **Curtis**
- Associate Professor | **McCormack, Jorge Muñiz, Wright**
- Assistant Professors | **Douglas, Jennifer Muñiz**
- Senior Lecturers | **Badridze, Cooper, Vargas**
- Euclid String Quartet in Residence | **Choi, Cooper, Shea, 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 the nonacademic Artist Diploma 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 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

#### Master of Music

- Admission
- Curriculum Requirements
- 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

#### Artist Diploma

- Prerequisites
- Language Study

- Admission
- Curriculum

Photo courtesy of the **Ernestine M. Raclin School of the Arts**

### Graduate Music Information

Pictured | **Joohee Jeong** | *Masters in Music Performance* | B.M., Piano, IU South Bend, 2016 | Suwon, South Korea (hometown)

### 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
- Artist Diploma

### 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. More information about entrance requirements and admission procedures for the Master of Music degree is available online.

### 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.

Students who fail any portion of the exam must enroll in the appropriate review course.

### 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 placement exam for keyboard skills is designed to determine if any remedial work is needed before taking the Keyboard Proficiency Exam, which is offered at the end of each semester. The placement exam will be offered the week before classes start. The skills required are:

- Play any major scale: hands together, two octaves
- Play a given Roman numeral chord progression with two hands (in a major key to four sharps or flats)
- Play a melody with accompaniment with indicated Roman numerals
- Sight-read 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.

### Keyboard Proficiency-

The Keyboard Proficiency 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

Other examinations pertaining to specific degrees may be required as appropriate.

Photo credit | **Photo provided by the Ernestine M. Raclin School of the Arts**

### M.M Entrance Requirements

Pictured | **Jessica T. Carter** | *M.M. Composition* | B.A. Music, Bethel College, 2016 | South Bend, Indiana (hometown)

### 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 DVD or a standard high-quality digital or online video format must be submitted with this application. Composition applicants may submit an audio recording 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

### 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 in a standard high-quality digital or online audio format
- 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.

### 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.

### Minimum Passing Course Grade, 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 a student's GPA falls below 2.0, automatic dismissal takes place. Master of Music students will maintain a cumulative GPA (CGPA) of 3.0 or higher; and no grade under "C" will be accepted for graduate credit..

Photo credit | **Teresa Sheppard**

### Master of Music Requirements

Pictured | **Kendrick Morris** | *Music Performance* | Elkhart, Indiana (hometown)

## Master of Music

### Curriculum Requirements (36 cr.)

The Master of Music curriculum is 36 credit hours total, not counting remedial music nor English courses, nor major ensemble credit hours.

### Applied Music Courses (12 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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

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.

### 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

### 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.

Students may substitute courses at the 300- or 400-level as a graduate elective if approved by the Coordinator of Graduate Studies.

### 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)

### 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)

### Additional Requirements

#### Ensemble

- MUS-X 003 Graduate Music Ensemble (0 cr.) (four semesters)

### 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.

### Cultural Events Attendance

Students are required to enroll in and pass four semesters of MUS-I 100 Cultural Events Attendance. 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.

### 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. An additional MUS-I 711 Masters Recital may be substituted for the final project.

### 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.

### 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).

### 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.

## 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.

- 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.

**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.

Photo credit | **Provided by the Ernestine M. Raclin School of the Arts**

## Artist Diploma

Pictured | **Zachary Newsom** | *Bachelor of Music Education, Instrumental* | Osceola, Indiana (hometown)

## 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.

## 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.

## Admission

On the basis of auditions and dossier, applicants must be accepted by the appropriate faculty committee and by the studio teacher.

## Curriculum Applied Music

- Two semesters of chamber music or small ensemble
- 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.

## 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.

## Keyboard Proficiency

All students must pass the keyboard proficiency examination, as specified for their applied area.

## 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.

## Major Ensemble

MUS-X 003 Graduate Music Ensemble is required each semester for both instrumentalists and singers.

## Cultural Events Attendance

Students are required to enroll in and pass four semesters of MUS-I 100: Cultural Events Attendance. 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.

## 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.

Photo credit | **Teresa Sheppard**

## Theatre and Dance

Pictured | **Timothy Hanson, M.F.A.** | *University of Nevada, Las Vegas, 1993* | Chair of Theatre and Dance and Associate Professor of Theatre

### Theatre and Dance

**Tim Hanson, M.F.A. | Chair**  
**Northside 101 | (574) 520-4385 | [theatre-and-dance.iusb.edu](http://theatre-and-dance.iusb.edu)**

### About Theatre and Dance

The Department of Theatre and Dance in the Ernestine M. Raclin School of the Arts is a collaborative and interdisciplinary department that focuses on creating well-rounded theatre artists within a liberal arts university. Students take a core of theatre classes that provide a solid grounding in performance, technology, design, history, directing, play analysis, and management. Concentrations within the B.A. and B.F.A. programs then allow students to focus on their specific interests in *Theatre Performance*, *Musical Theatre Performance*, *Dance* or *Theatre Design/Technology*.

To reinforce the academic work students are a part of an active production season of five productions, which include a children's play, a musical and a dance concert. Our annual children's theatre production is seen by as many as 8,000 children each year and is often student directed.

The theatre program at IU South Bend allows for considerable one-on-one mentoring. Our program is solely undergraduate allowing our students to get hands on experience taking on major roles in performance, design/tech, and management areas as well as opportunities to work in multiple disciplines.

### Faculty

- Professor | **J. R. Colborn**
- Associate Professor | **Hanson** (Chair)
- Assistant Professors | **Amellio, Resler**
- Lecturer | **Cole, Kazmierczak**
- Faculty Emeritus | **Miller, Pepperdine**

### Undergraduate Degrees

- Bachelor of Arts in Theatre
- Bachelor of Fine Arts in Theatre, Concentration in Dance
- Bachelor of Fine Arts in Theatre, Concentration in Design/Technical
- Bachelor of Fine Arts in Theatre, Concentration in Musical Theatre
- Bachelor of Fine Arts in Theatre, Concentration in Performance

### Minors Offered

- Minor in Arts Management
- Minor in Dance
- Minor in Theatre

### Course Descriptions

Theatre THTR

### Theatre General-Education Requirements

Pictured | **Bronson Bontrager** | *Speech Communication*  
 | Irwin, Ohio (hometown)

### 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 (34 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Fundamental Literacies (16 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I (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 (Level 4 equivalency or above)
- **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** | Successful accomplishment of the computer literacy placement exam (0 cr.); OR Computer Literacy course (counts as 3 credit elective)

### 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** | THTR-T 190 Literary and Intellectual Traditions
- **Art, Aesthetics, and Creativity**
  - THTR-A 190 Art, Aesthetics, and Creativity; OR
  - THTR-A 399 Art, Aesthetics, and Creativity

### Contemporary Social Values (6 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 (0 cr.)** | Successful accomplishment of THTR-D course in Performance Concentration

Photo credit | [Peter Ringenberg](#)

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## BA in Theatre

Pictured | **Bryanna McFadden** | *Theatre* | South Bend, Indiana

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## Bachelor of Arts in Theatre

### About the Bachelor of Arts in Theatre

The Bachelor of Arts (BA) 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.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Ernesting M. Raclin School of the Arts students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### 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 or entrance audition. Students are expected to successfully complete this review at the earliest possible point in their academic careers. Once students earn between 50 and 60 credit hours they are scheduled for their upper-divisional review, which must be undertaken at this time.

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. Please include a copy of your resume and headshot for each faculty member at the review.
- Design and Technical Production students present a portfolio appropriate to the year of study and a current resume for all faculty at reviews.
- One bonus entrance audition (not counted as part of your two) attempt is included in the first semester of matriculation in the pre-theatre programs. This opportunity will be held in the October entrance auditions. If you are interested in auditioning early, we encourage contacting your academic advisor to find out more details.
- All students will participate in an interview.
- The audition/interview 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.
- A student can elect to attempt to audition into a program prior to their upper-divisional. This must be communicated by the seventh week of the semester to the student's academic advisor. Please remember that you may audition for an academic program up to two times throughout your course of study.

For further questions about this review process, please see your academic advisor or reference the [Theatre and Dance Student Handbook](#).

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### Degree Requirements (120 cr.)

#### Degree Map >>

Students receiving the Bachelor of Arts in Theatre degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.)
    - Successful accomplishment of computer literacy placement exam (0 cr.) OR Computer Literacy Course (counts as 3 credit elective)
    - THTR-A 190 Art, Aesthetics, and Creativity OR THTR-A 399 Art, Aesthetics, and Creativity
    - THTR-T 190 Literary and Intellectual Traditions
    - THTR-T 228 (Visual Literacy)
    - Successful accomplishment of a THTR-D course in Performance Concentration (Health and Wellness)
  - Major Requirements (43 cr.)
    - Theatre Core (31 cr.)
    - Concentration (12 cr.)
  - Additional Requirements (15 cr.)
  - Free electives (26 cr.)
- 
- At least 30 credit hours just be at the 300- or 400-level
  - Successful participation in major season productions each semester as directed by the Practicum Instructor in coordination with the Chair of the Theatre and Dance Department.
  - Courses required for the major must be completed with a grade of C- or higher.
- 

### Major Requirements (43 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Theatre Core (31 cr.)**

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Technology I
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 341 Theatre Production I (1 cr.)
- THTR-T 342 Theatre Production II (1 cr.)
- THTR-T 343 Theatre Production III (1 cr.)
- 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.)

**Select one of the following**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

**Concentration Requirements (12 cr.)**

Select one concentration from the three listed below

**Performance (12 cr.)**

- THTR-T 223 Vocal and Physical Preparation I
- THTR-T 300 Musical Theatre Workshop
- THTR-T 320 Acting III: Shakespeare
- THTR-T 420 Acting IV: Realism

**Design/Technical (12 cr.)**

- FINA-F 100 Fundamental Studio–Drawing
- THTR-T 249 Drafting and Color Media
- THTR-T 449 Profession of Theatre Design

**Select one of the following**

- THTR-T 400 Arts Management
- THTR-T 424 Stagecraft 2
- THTR-T 426 Fundamentals of Scenic Design
- THTR-T 430 Costume Technology II
- THTR-T 433 Costume Design II
- THTR-T 438 Advanced Stage Lighting Design

**Theatre Studies (12 cr.)****Select two of the following**

- THTR-T 220 Acting II: Scene Study
- THTR-T 223 Vocal and Physical Preparation I
- THTR-T 320 Acting III: Shakespeare
- THTR-T 431 On-Camera Techniques

**Select one of the following**

- THTR-T 249 Drafting and Color Media
- THTR-T 290 History and Design of Stage Makeup
- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

**Select one of the following**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 424 Stagecraft 2
- THTR-T 430 Costume Technology II
- THTR-T 433 Costume Design II

**Additional Requirements (15 cr.)**

- HIST-H 113 History of Western Civilization 1
- HIST-H 114 History of Western Civilization 2
- **World Culture** | Two semesters of ONE world language OR two history courses

**Select one of the following**

- THTR-T 327 Period Styles
- THTR-T 434 Historic Costumes for the Stage

**Free Electives (26 cr.)**

- If student takes the Computer Literacy class above (Fundamental Literacy), only 23 credits of electives are required.

Photo credit | **Teresa Sheppard**

**BFA in Theatre, Dance**

Pictured | **Lela Foster** | *BSN / Minor in Dance* | South Bend, Indiana (hometown)

**Patrick Watterson** | *BFA Theatre, Musical Theatre* | La Porte, Indiana (hometown)

**Jazmyne Creviston** | *BFA Theatre, Dance* | Goshen, Indiana (hometown)

**Zoe Curry** | *Elementary Education / Minor in Dance* | South Bend, Indiana (hometown)

**Samantha Shepard** | *BFA Theatre, Musical Theatre* | South Bend, Indiana (hometown)

**Michael McMillion** | *BA Music / Minor in Dance* | Mishawaka Indiana (hometown)

**Alek Parks** | Mishawaka, Indiana (hometown) (IU South Bend Dance Company performing "Space Tribes" for dance concert *Celebration of Dance: Digital Age*)

**About the Bachelor of Fine Arts in Theatre, Concentration in Dance**

The Bachelor of Fine Arts (BFA) in Theatre, Concentration in Dance is designed to prepare students for the professional theatre or dance world and/or additional training at the graduate level. It features a focus on dance technique and performance grounded in the theatre core. Students are required to fulfill their production experience by way of auditioning for the dance company and participating if accepted and/or fulfilling participation through the theatre production season.

**Academic Advising**

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

**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 or entrance audition.

Students are expected to successfully complete this review at the earliest possible point in their academic careers. Once students earn between 50 and 60 credit

hours they are scheduled for their upper-divisional review, which must be undertaken at this time.

Students undertaking this review are expected to perform the following:

- Dance concentration students are expected to perform a 2-3 minute dance piece of your choice. This can be your original choreography or the choreography of another. You can bring music; or dance without music. Students are encouraged to bring their own means of playing music (ipod, CD player, etc...) Please include a copy of your resume for each faculty member at the review.
- One bonus entrance audition (not counted as part of your two) attempt is included in the first semester of matriculation in the pre-theatre programs. This opportunity will be held in the October entrance auditions. If you are interested in auditioning early, we encourage contacting your academic advisor to find out more details.
- All students will participate in an interview.
- The audition 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 rehearse 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.
- A student can elect to attempt to audition into a program prior to their upper-divisional. This must be communicated by the seventh week of the semester to the student's academic advisor. Please remember that you may audition for an academic program up to two times throughout your course of study.

For further questions about this review process, please see academic advisor or reference the [Theatre and Dance Student Handbook](#).

### **Degree Requirements (125 cr.)**

#### **[Degree Map >>](#)**

Students receiving the Bachelor of Fine Arts in Theatre, concentration in Musical Theatre Performance degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include:
  - Successful accomplishment of computer literacy placement examination (0 cr.) OR Computer Literacy Course (counts as 3 credit elective)
  - THTR-A 190 Art, Aesthetic, and Creativity OR THTR-A 399 Art, Aesthetics, and Creativity
  - THTR-T 190 Literary and Intellectual Traditions
  - THTR-T 228 Design for the Theatre (Visual Literacy)
  - Successful accomplishment of THTR-D course in Performance Concentration (Health and Wellness)
- Major Requirements (75 cr.)
  - Theatre Core (31 cr.)
  - Dance Concentration (44 cr.)
- Additional Requirements (5 cr.)
- Free Electives (4 cr.)

- 
- At least 30 credit hours must be at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C- or higher.
  - Successful participation in major season productions each semester as directed by the Practicum Instructor in coordination with the Chair of the Theatre and Dance Department.

### **Major Requirements (75 cr.)**

All courses are 3 credit hours, unless otherwise designated.

#### **Theatre Core (31 cr.)**

- THTR-D 280 Dance Practicum I (1 cr.)
  - THTR-D 281 Dance Practicum II (1 cr.)
  - THTR-D 282 Dance Practicum III (1 cr.)
  - THTR-T 120 Acting I: Fundamentals of Acting
  - THTR-T 225 Stagecraft 1
  - THTR-T 230 Costume Design and Technology I
  - THTR-T 340 Directing I: Fundamentals of Directing
  - 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.)
- Note** | Recital of six pieces (see student handbook for specific details)

#### **Select one of the following**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

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#### **Performance-Dance Concentration (44 cr.)**

- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 140 Jazz Dance I (2 cr.)
- THTR-D 170 Tap I (2 cr.)
- THTR-D 205 Choreography
- THTR-D 215 Modern Dance II (2 cr.)
- THTR-D 220 Ballet II (2 cr.)

- THTR-D 240 Jazz Dance II (2 cr.)
- THTR-D 270 Tap II (2 cr.)
- THTR-D 275 Current Trends in Dance (1 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

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#### Additional Requirements (5 cr.)

- THTR-D 110 Social Dance (2 cr.)
- THTR-D 300 Dance History: An American Perspective

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#### Free Electives (9 cr.)

- If student takes the Computer Literacy course above (Fundamental Literacy), only 6 credits of electives are required

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Photo credit | **Rebecca Stutzman**

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#### BFA in Theatre, Musical Theatre Performance

Pictured | **Taylor Jump** | *Theatre, Musical Theatre* | Senator, Student Government Association | La Porte, Indiana (hometown)

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#### About the Bachelor of Fine Arts in Theatre, Musical Theatre Performance

The Bachelor of Fine Arts (B.F.A.) degree in Theatre is designed to prepare students for the professional theatre or additional training at the graduate level. A B.F.A. degree features an intense focus on a selected area of concentration (performance, dance, musical theatre performance or design and technical production). This concentration in musical theatre performance features a strong focus on the elements of singing, dancing and acting as they relate to the art and craft of educating the well-rounded musical theatre performer and practitioner.

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#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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#### 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 or entrance audition.

Students are expected to successfully complete this review at the earliest possible point in their academic careers. Once students earn between 50 and 60 credit hours they are scheduled for their upper-divisional review, which must be undertaken at this time.

Students undertaking this review are expected to perform the following:

- All students will participate in an interview.
- The audition 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.
- A student can elect to attempt to audition into a program prior to their upper-divisional. This must be communicated by the seventh week of the semester to the student's academic advisor. Please remember that you may audition for an academic program up to two times throughout your course of study.
- One bonus entrance audition (not counted as part of your two) attempt is included in the first semester of matriculation in the pre-theatre programs. This opportunity will be held in the October entrance auditions. If you are interested in auditioning early, we encourage contacting your academic advisor to find out more details.

For further questions about this review process, please see academic advisor or reference the [Theatre and Dance Student Handbook](#).

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#### Degree Requirements (125 cr.)

##### [Degree Map >>](#)

Students receiving the Bachelor of Fine Arts in Theatre, concentration in Musical Theatre Performance degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include:
  - Successful accomplishment of computer literacy placement examination (0 cr.) OR Computer Literacy Course (counts as 3 credit elective)
  - THTR-A 190 Art, Aesthetic, and Creativity OR THTR-A 399 Art, Aesthetics, and Creativity
  - THTR-T 190 Literary and Intellectual Traditions

- THTR-T 228 Design for the Theatre (Visual Literacy)
- Successful accomplishment of THTR-D course in Performance Concentration (Health and Wellness)
- Major Requirements (85 cr.)
  - Theatre Core (31 cr.)
  - Musical Theatre Concentration (54 cr.)
- Free Electives (4 cr.)

- At least 30 credit hours must be at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- Successful participation in major season productions each semester as directed by the Practicum Instructor in coordination with the Chair of the Theatre and Dance Department.

### Major Requirements (73 cr.)

#### Theatre Core (31 cr.)

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Design and Technology I
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 341 Theatre Production I (1 cr.)
- THTR-T 342 Theatre Production II (1 cr.)
- THTR-T 343 Theatre Production III (1 cr.)
- 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.)

**Note** | Musical Theatre Recital based on final semester of Applied Voice

#### Select one of the following

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

### Musical Theatre Performance Concentration (54 cr.)

- MUS-A 190 Art, Aesthetics, and Creativity
- MUS-P 110 Beginning Piano Class I- Non-Music Majors (2 cr.)
- MUS-V 200 Voice (1 cr.) (3 semesters)
- MUS-V 201 Voice Class (1 cr.)
- MUS-V 300 Voice (1 cr.) (3 semesters)
- THTR-D 115 Modern Dance I (2 cr.)
- THTR-D 120 Ballet I (2 cr.)
- THTR-D 170 Tap I (2 cr.)
- THTR-D 215 Modern Dance II (2 cr.)
- THTR-D 220 Ballet II (2 cr.)
- THTR-D 270 tap II (2 cr.)
- THTR-T 220 Acting II: Scene Study
- THTR-T 223 Vocal and Physical Preparation I
- THTR-T 290 History and Design of Stage Makeup
- THTR-T 300 Musical Theatre Workshop
- THTR-T 303 Musical theatre Workshop 2
- THTR-T 320 Acting III: Shakespeare
- THTR-T 321 Musical Theatre History

- THTR-T 392 Theatre Internship
- THTR-T 420 Acting IV: Realism
- THTR-T 423 Acting V: Period Comedy

### Free Electives (4 cr.)

- If student takes the Computer Literacy class above (Fundamental Literacy), only one credit is required.

Photo credit | **Teresa Sheppard**

### BFA in Theatre

Pictured | **Marlon Burnley** | *Theatre* | South Bend, Indiana (hometown)  
(Theatre and Dance production of *King Lear*)

### About the Bachelor of Fine Arts in Theatre

The Bachelor of Fine Arts (B.F.A.) degree in Design/Technical 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 (Costume Design, Lighting Design, Scene Design, Scenic Technology or Costume Technology) and extensive production experience designed to promote excellence.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Ernesting M. Raclin School of the Arts students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements (125 cr.)

[Performance Degree Map >>](#)

[Design/Technical Degree Map >>](#)

Students receiving the Bachelor of Fine Arts in Theatre, concentration in Musical Theatre Performance degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.)
- Major Requirements (75 cr.)
- Specialty Requirements (6 cr.)
- Theatre Electives (9 cr.)
- Free Electives (balance of credits needed to equal 125 credit requirement) (9 cr.)

- A minimum of 30 credit hours at the 300- or 400-level.
- Successful participation in major season productions each semester as directed by the Practicum Instructor in coordination with the Chair of the Theatre and Dance Department.

### Major Requirements (75 cr.)

All courses are 3 credit hours, unless otherwise designated.

Select one of the following areas of concentration:

#### Theatre Core (31 cr.)

- THTR-T 120 Acting I: Fundamentals of Acting

- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Design and Technology I
- 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.)

**Select one of the following:**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 433 Costume Design II

**Performance (41 cr.)**

- MUS-V 201 Voice Class (1 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
- THTR-T 479 Problems in Performance

**Design/Technical (45 cr.)**

- FINA-F 100 Fundamental Studio—Drawing
- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 392 Theatre Internship
- THTR-T 427 Design Studio (four semesters; junior standing required)
- THTR-T 434 Historic Costumes for the Stage

**Select two from the following (not repeatable):**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 430 Costume Technology II

**Specialty Requirements (6 cr.)**

**Costume Design**

- THTR-T 290 History and Design of Stage Makeup
- THTR-T 434 Historic Costumes for the Stage

**Costume Technology**

- THTR-T 290 History and Design of Stage Makeup
- THTR-T 433 Costume Design II

**Scene Design**

- THTR-T 426 Fundamentals of Scenic Design
- THTR-T 439 Technical Drawing

**Lighting Design**

- THTR-T 438 Advanced Stage Lighting Design

- THTR-T 439 Technical Drawing

**Scenic Technology**

- THTR-T 424 Stagecraft 2
- THTR-T 439 Technical Drawing

Photo courtesy of the Ernestine M. Raclin School of the Arts

**BFA in Theatre, Design/Technical**

Pictured | **Ashley Berger-Turner** | *Theatre, Costume Design* | Goshen, Indiana (hometown) | Treasurer, Japanese Pop Culture Club; Japanese Club

**Bachelor of Fine Arts in Design and Technical Production (Specialties in Scenic, Lighting, and Costume Design/Technology)**

The BFA in Theatre Design Technical Production with a Specialty in (Scenic, Lighting, or Costume Design and Technology) is intended to prepare students for the professional world or to continue on to graduate studies with an intensive focus on a specific area of design and production. The Technical Theatre program at IUSB is designed to give students a broad background of theatre history and theatre industry with an emphasis in the design and technical aspects of theatre. Students have the opportunity for extensive production experience in many capacities including the opportunity to create their own fully realized designs. Design and Technical students also have the opportunity to work in either the scene shop or costume shop furthering their educational goals in this lab setting. Students are encouraged to take summer employment or internships in the field of theatre design and technology.

**Academic Advising**

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

**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 or entrance audition. Students are expected to successfully complete this review at the earliest possible point in their academic careers. Once students earn between 50 and 60 credit hours they are scheduled for their upper-divisional review, which must be undertaken at this time.

Students undertaking this review are expected to perform the following:

- Design and Technical Production students should present a portfolio appropriate to the year of study and a current resume for all faculty at reviews.
- All students will participate in an interview.
- The audition 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.
  - A student can elect to attempt to audition into a program prior to their upper-divisional. This must be communicated by the 7<sup>th</sup> week of the semester to the student's academic advisor. Please remember that you may audition for an academic program up to two times throughout your course of study.
  - One bonus entrance audition (not counted as part of your two) attempt is included in the first semester of matriculation in the pre-theatre programs. This opportunity will be held in the October entrance auditions. If you are interested in auditioning early, we encourage contacting your academic advisor to find out more details.

For further questions about this review process, please see the academic advisor or reference the [Theatre and Dance Student Handbook](#).

### **Degree Requirements (125 cr.)**

#### **[Degree Map >>](#)**

Students receiving the Bachelor of Fine Arts degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include
- Success accomplishment of computer literacy placement exam (0 cr.); OR Computer Literacy Course (counts as 3 credit elective)
- THTR-T 228 Design for the Theatre (Visual Literacy)
- THTR-T 190 Literary and Intellectual Traditions
- THTR-A 190 Art, Aesthetics, and Creativity; OR THTR-A 399 Art, Aesthetics, and Creativity
- Successful accomplishment of THTR-D course in Performance Concentration (Health and Wellness)
- Major Requirements (73 cr.)
- Theatre Core (31 cr.)
- Design/Technical Concentration (42 cr.)

- Theatre Electives (9 cr.)
- Free Electives (7 cr.)

- 
- 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 chair of theatre and dance
  - Courses for the major must be completed with a grade of C- or higher
- 

### **Major Requirements (73 cr.)**

#### **Theatre Core (31 cr.)**

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Technology I
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 341 Theatre Production I (1 cr.)
- THTR-T 342 Theatre Production II (1 cr.)
- THTR-T 343 Theatre Production III (1 cr.)
- 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.)

#### **Select one of the following**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

#### **Design Technical Concentration (33 cr.)**

- FINA-F 100 Fundamental Studio-Drawing
- THTR-T 249 Drafting and Color Media
- THTR-T 327 Period Styles
- THTR-T 330 Rendering
- THTR-T 332 Scene Painting
- THTR-T 348 Digital Theatre Design
- THTR-T 392 Theatre Internship
- THTR-T 434 Historic Costumes for the Stage
- THTR-T 449 Profession of Theatre Design

#### **Select two of the following (not repeatable from Theatre Core)**

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

#### **Select Specialty (9 cr.)**

##### **Costume Design and Technical Production (9 cr.)**

- THTR-T 290 History and Design of Stage Makeup
- THTR-T 430 Costume Technology II
- THTR-T 433 Costume Design II

##### **Lighting Design and Technical Production (9 cr.)**

- THTR-T 424 Stagecraft 2
- THTR-T 425 Introduction to Theatrical Drafting
- THTR-T 438 Advanced Stage Lighting Design

##### **Scene Design and Technical Production (9 cr.)**

- THTR-T 424 Stagecraft 2
- THTR-T 425 Introduction to Theatrical Drafting

- THTR-T 426 Fundamentals of Scenic Design

### Theatre Electives (9 cr.)

- Select any THTR courses not already listed

### Free Electives (7 cr.)

- If student takes the Computer Literacy class above (Fundamental Literacy), only 4 credits of electives are required

Photo credit | **Jen Kazmierczak**

### BFA in Theatre Performance

Pictured | **Jinesh Sanghavi** | *BA Theatre, Performance* | Elkhart, Indiana (hometown)

**Dakota Word** | *BFA Theatre, Performance* | Niles, Michigan (hometown)

**Jack Saunders** | *BFA Theatre, Musical Theatre* | La Porte, Indiana (hometown)

**Mateo Beserra** | *BFA Theatre, Musical Theatre* | South Bend, Indiana (hometown)  
(Theatre and Dance production of *Opus*)

### About the Bachelor of Fine Arts in Theatre, Concentration in Performance

The Bachelor of Fine Arts (B.F.A.) degree in Theatre is designed to prepare students for the professional theatre or additional training at the graduate level. A B.F.A. degree features an intense focus on a selected area of concentration (performance, dance, musical theatre performance or design and technical production). This concentration in performance features a strong focus on the essential skills of the actor as they relate to the field of theatre performance and beyond in order to educate a well-rounded theatre performer and practitioner.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Ernestine M. Raclin School of the Arts students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### 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 or entrance audition.

Students are expected to successfully complete this review at the earliest possible point in their academic careers. Once students earn between 50 and 60 credit hours they are scheduled for their upper-divisional review, which must be undertaken at this time.

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. Please include a copy of your

resume and headshot for each faculty member at the review.

- One bonus entrance audition (not counted as part of your two) attempt is included in the first semester of matriculation in the pre-theatre programs. This opportunity will be held in the October entrance auditions. If you are interested in auditioning early, we encourage contacting your academic advisor to find out more details.
- All students will participate in an interview.
- The audition 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.
- A student can elect to attempt to audition into a program prior to their upper-divisional. This must be communicated by the seventh week of the semester to the student's academic advisor. Please remember that you may audition for an academic program up to two times throughout your course of study.

For further questions about this review process, please see academic advisor or reference the [Theatre and Dance Student Handbook](#).

### Degree Requirements (125 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Fine Arts in Theatre, concentration in Musical Theatre Performance degree must complete 125 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (36 cr.) to include:
  - Successful accomplishment of computer literacy placement examination (0 cr.) OR Computer Literacy Course (counts as 3 credit elective)
  - THTR-A 190 Art, Aesthetic, and Creativity OR THTR-A 399 Art, Aesthetics, and Creativity
  - THTR-T 190 Literary and Intellectual Traditions
  - THTR-T 228 Design for the Theatre (Visual Literacy)

- Successful accomplishment of THTR-D course in Performance Concentration (Health and Wellness)
- Major Requirements (78 cr.)
  - Theatre Core (31 cr.)
  - Theatre Performance Concentration (41 cr.)
  - Theatre Electives (6 cr.)
- Free Electives (11 cr.)

### Free Electives

- If student takes the Computer Literacy class above (Fundamental Literacy), only 4 credits of electives are required.

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Photo credit | **Jason Resler**

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- At least 30 credit hours must be at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C- or higher.
  - Successful participation in major season productions each semester as directed by the Practicum Instructor in coordination with the Chair of the Theatre and Dance Department.

### Major Requirements (78 cr.)

All courses are 3 cr., unless otherwise designated.

#### Theatre Core (31 cr.)

- THTR-T 120 Acting I: Fundamentals of Acting
- THTR-T 225 Stagecraft 1
- THTR-T 230 Costume Technology I
- THTR-T 340 Directing I: Fundamentals of Directing
- THTR-T 341 Theatre Production I (1 cr.)
- THTR-T 342 Theatre Production II (1 cr.)
- THTR-T 343 Theatre Production III (1 cr.)
- 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.)

#### Select one of the following

- THTR-T 326 Introduction to Scenic Design
- THTR-T 335 Stage Lighting Design
- THTR-T 339 Introduction to Costume Design

#### Theatre Performance Concentration (41 cr.)

- MUS-V 201 Voice Class (1 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
- Electives from Theatre and Dance; OR Music (3 cr.)

#### Theatre Electives (6 cr.)

- Select any THTR course not already listed
-

### Minors in Theatre, Dance, and Arts Management

Pictured | **Kiersten Friesner** | *Pre-Art Education* | Goshen, Indiana (hometown)

**Jack Saunders** | *Musical Theatre BFA* | South Bend, Indiana (hometown)  
Photo provided by the Ernestine M. Raclin School of the Arts

- 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

Photo credit | [Peter Ringenberg](#)

---

### 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

---

### 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.

---

### 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.

#### Minor Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ARTS-M 200 Introduction to Arts Management

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## JUDD LEIGHTON SCHOOL OF BUSINESS AND ECONOMICS

**RICK KOLBE, PH.D.** || DEAN

ADMINISTRATION BUILDING 204J || (574) 520-4346 || [BUSINESS.IUSB.EDU](http://BUSINESS.IUSB.EDU)

# Judd Leighton School of Business and Economics

Judd Leighton School of Business and Economics

**Richard (Rick) Kolbe, Ph.D. | Dean**  
Administration Building 204J | (574) 520-4228 | [business.iusb.edu](http://business.iusb.edu)

## Faculty

- Professors | **Aghimien, T. Anderson, B. Kern, M. Fox, Kohli, Kolbe, Vollrath**
- Associate Professors | **Bindroo, G. Kern, Lu, Meisami, Pant, Pathak, Yin, Zhuang**
- Assistant Professors | **Bregu, Merhi, Park, Reddy, Rossow, Tobey, Torkzadeh, Valencia, Xu**
- Lecturers | **Mlotshwa, Shively, Vasilopoulos**
- Faculty Emeriti | **Bartholomew, L. Blodgett, Fred, Harriman, Herschede, Joray, Knowles, Kochanowski, M. Lee, Mehran, Naffziger, Norton, Peck, Sabbaghi, D. Singh, Tawadros, Withey**
- Associate Dean, Undergraduate Business Programs | **B. Kern**
- Associate Dean, Graduate Business Programs and Accreditation | **Pathak**
- Area Chairs | **T. Anderson, Kohli, Pant**
- Director of the Bureau of Business and Economic Research | **Zhuang**
- Director of the Center for Economic Education | **Kohli**
- Director of Administrative and Student Services | **Agbetsiafa**
- Academic Advisor | **Coleman**
- Assistant Director of Online Bachelor of Applied Science Program | **Forsythe**
- Academic Advisor | Assistant Director of Graduate Business Programs | **Horter**
- Director of the Career Planning Office | **Esposito**
- Associate Director of Student Retention | **Kingsbury**
- Director of Professional Development | **Mancini**

## Undergraduate Degrees Offered

- Bachelor of Science in Business with concentrations in

Accounting | Advertising | Finance | General Business | Human Resource Management | Management Information Systems | Marketing | Small Business and Entrepreneurship

- Bachelor of Applied Science
- Bachelor of Science in Economics
- Bachelor of Science in Health Services Management

## Minors Offered for Business Majors

- Accounting
- Business Analytics
- Economics
- Finance
- Human Resource Management
- International Business
- Management Information Systems
- Marketing

## Minors Offered for Non-Business Majors

- Accounting
- Business
- Economics
- Finance
- Health Care Management
- Human Resource Management
- Leadership and Management
- Management Information Systems
- Marketing
- Small Business and Entrepreneurship

## Graduate Degrees Offered

### Graduate Business Programs

- Master of Business Administration with optional concentrations in Finance | Marketing

### Graduate Certificate

- Graduate Business Certificate

### Course Descriptions

Business (Undergraduate) BUS | Business (Graduate) BUSB | Economics ECON

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- Additional Requirements for the Business Major
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- Center for Experiential Education (CTS-CEE)
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- Graduate Business Programs

## Judd Leighton School of Business and Economics

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### Information

Pictured | **Kevin Schasheck II** | *Finance* | Walkerton, Indiana (hometown)

**Volunteer activities and affiliations** | Vice President, Student Government Association; Honors Program

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### 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 60 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-F 151 Personal Finances of the College Student\*
  - BUS-K 201 The Computer in Business\*
  - BUS-L 201 Legal Environment of Business\*
  - BUS-X 220 Career Perspectives\*
  - 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 Reading, Writing, and Inquiry I\*
  - 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

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### 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 60 credit hours, junior-class standing)
- Students officially registered in the minor in business (provided the student has accomplished a minimum of 60 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 60 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 60 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.

---

### 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.

---

### 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.

Photo credit | **Teresa Sheppard**

### Continued

## BS in Business Information

Pictured | **Hannah Coad** | *Accounting* | Knox, Indiana (hometown)

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### 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 42 credit hours shall be in General Education courses other than business and economics.

---

#### 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.

---

#### 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.

---

#### 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).

---

#### 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.

---

#### 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.

---

#### 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.

---

#### English Requirement-

Students must demonstrate their ability to use correct, clear, effective English. The student must satisfy this requirement by completing ENG-W 131 Reading, Writing, and Inquiry I 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.

---

#### 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.

---

### 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 Judd Leighton School of Business and Economics Career Planning Office and the Office of Career Services..

---

### 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.

---

### 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.

---

### 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.

---

### 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.

---

### 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.

---

### 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](#)

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## BS in Business

Pictured | **Adam El-Ammori** | *Economics / Minor in Business Administration* | South Bend, Indiana (hometown)

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### Bachelor of Science in Business

[See individual areas for degree maps](#)

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#### About the Bachelor of Science in Business

The 120 credit hour undergraduate curricula for students majoring in business administration consists essentially of three parts

- Campuswide General Education Core
- Business Administration Core
- 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 (\*).

---

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Judd Leighton School of Business students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [Onestart](#).

---

#### Degree Requirements (120 cr.)

All courses are 3 credit hours, unless otherwise designated.

Students receiving the Bachelor of Science in Business degree must complete 120 total credit hours including

- Judd Leighton School of Business and Economics General Education Curriculum (39 cr.)
- Major concentration and elective requirements.
- Minimum of 30 credit hours at the 300- or 400-level.

Courses required for the major must be completed with a grade of C– or higher. A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

---

#### Additional Requirements (3 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 take SPCH-S 223 Business and Professional Communication\*)

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#### Basic Business Administration Core Courses

##### Freshman Year

- BUS-B 190 Human Behavior and Social Institutions\*  
VT: Principles of Business Administration
- BUS-F 151 Personal Finances of the College Student\*

- BUS-K 201 The Computer in Business\*
- BUS-X 220 Career Perspectives\*
- ECON-E 103 Introduction to Microeconomics\*
- ECON-E 104 Introduction to Macroeconomics\*

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### Sophomore Year

- BUS-A 201 Introduction to Financial Accounting\*
- BUS-A 202 Introduction to Managerial Accounting\*
- BUS-L 201 Legal Environment of Business\*
- ECON-E 270 Introduction to Statistical Theory in Economics and Business\*

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### 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 Marketing Management\*
- BUS-P 301 Operations Management\*
- BUS-X 310 Business Career Planning and Placement\* (1 cr.)
- BUS-Z 302 Managing and Behavior in Organizations\*

---

### Senior Year

- BUS-J 401 Administrative Policy\*

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Photo credit | **Teresa Sheppard**

## Judd Leighton School of Business and Economics General Education

Pictured | **Roger Karr, Jr.** | *Health Services Management* | Rochester, Indiana (hometown)

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### Judd Leighton School of Business and Economics

#### General Education Requirements (42 cr.)

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#### Fundamental Literacies (19 cr.)

- Writing Literacy
- Critical Thinking
- Oral Communication
- Visual Literacy
- Information Literacy (1 cr.)
- Quantitative Reasoning | **MATH-M 118 Finite Mathematics**
- Computer Literacy | **BUS-K 201 The Computer in Business**

---

#### Common Core Courses (15 cr.)

- Art, Aesthetics, and Creativity
- Literary and Intellectual Traditions
- The Natural World
- Human Behavior and Social Institutions
- **BUS-B 190 Principles of Business Administration**
- **BUS-B 399 Business and Society**

---

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

- Non-Western Cultures
- Diversity in United States Society
- Health and Wellness (2 cr.)

---

Photo credit | **Teresa Sheppard**

---

## BUSE Additional Requirements

Pictured | **Logan Walter** | *Marketing and Advertising* | Wolcottville, Indiana (hometown)

---

#### Additional Requirements for Business Majors (48 cr.)

A grade of "C" (or higher) is required in each course

---

All courses are 3 credits, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-D 300 International Business: Operations of International Enterprises
- BUS-F 151 Personal Finances of the College Student (1 cr.)
- BUS-F 301 Financial Management
- BUS-J 401 Administrative Policy
- BUS-K 321 Management of Information Technology
- BUS-L 201 Legal Environment of Business
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-X 220 Career Perspectives (1 cr.)
- BUS-X 310 Business Career Planning and Placement (1 cr.)
- BUS-Z 302 Managing and Behavior in Organizations

- 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 232 Introduction to Business Writing
- MATH-M 119 Brief Survey of Calculus 1; OR  
MATH-M 215 Calculus I (5 cr.)  
(fulfills Quantitative Reasoning in General Education Requirements)

Photo credit | **Teresa Sheppard**

## Accounting

Pictured | **Tracey Anderson, J.D.** | *University of Arizona, 1984* | Chair of Accounting and Decision Sciences; and Professor of Accounting

---

### Accounting

**Tracey Anderson, J.D.** | Area Chair  
Administration Building 208F | (574) 520-4364

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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.

---

#### Requirements

- Bachelor of Science in Business (Accounting) >>
- Minor in Accounting for Business Majors >>
- Minor in Accounting for Non-Business Majors >>

---

## BS Accounting

Pictured | **Anna Blystiv** | *Accounting* | Elkhart, Indiana (hometown)

---

#### About the Bachelor of Science in Business, Accounting

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.

### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map >>

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (30 cr.)
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

#### 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-B 399 Business and Society
- BUS-F 302 Financial Decision Making
- 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

### Electives

- Students will consult with an academic advisor for recommended electives.

### See also

- Minor in Accounting for Business Majors >>
- Minor in Accounting for Non-Business Majors >>

## Minor in Accounting for Business Majors

Pictured | **Trent Cook** | *Accounting* | Elkhart, Indiana (hometown)

**Club affiliation** | President, Accounting Association

### Minor in Accounting for Business Majors

Students pursuing a four-year degree in business programs may combine formal study in accounting with their stated major by concurrently completing a Minor in Accounting. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 328 Introduction to Taxation

#### Select one of the following:

- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 337 Accounting Information Systems
- BUS-A 339 Advanced Income Taxation

### See also

- Bachelor of Science in Business (Accounting) >>
- Minor in Accounting for Non-Business Majors >>

Photo credit | **Teresa Sheppard**

## Outside Minor in Accounting for Non-Business Majors

Pictured | **James Hutchins** | *B.S. in Accounting* | Mishawaka, Indiana (hometown)

**Volunteer activities and affiliations** | Peer Mentor; Member, Accounting Association; Member, Chi Alpha Christian Fellowship

### Minor in Accounting for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in accounting with their stated major by concurrently completing a Minor in Accounting. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-A 311 Intermediate Accounting I
- BUS-A 328 Introduction to Taxation

#### Select one of the following:

- BUS-A 312 Intermediate Accounting II
- BUS-A 325 Cost Accounting
- BUS-A 335 Accounting for Government and Not-for-Profit Entities
- BUS-A 337 Accounting Information Systems
- BUS-A 339 Advanced Income Taxation

#### See also

- Bachelor of Science in Business (Accounting) >>
- Minor in Accounting for Business Majors >>

Photo credit | **Teresa Sheppard**

## Advertising

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

### Advertising

**Anurag Pant, Ph.D. | Area Chair**  
**Administration Building 203G | (574) 520-4293**

#### 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.

#### Requirements

- Bachelor of Science in Business (Advertising) >>

## BS Advertising

Pictured | **Justin Dahm** | *Advertising and Marketing* | Wheatfield, Indiana (hometown)

#### About the Bachelor of Science in Business (Advertising)

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.

#### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to

promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### [Degree Map >>](#)

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (21 cr.)
  - Electives (9 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

#### 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

#### Electives-

Students will consult with an academic advisor for recommended electives.

Photo credit | **Teresa Sheppard**

## BS in Finance

Pictured | **Raj Kohli, D.B.A.** | *Mississippi State University, 1990* | Chair of Finance, Economics, and International Business; Director, Center for Economic Education; and Professor of Finance

### Finance

**Raj Kohli, Ph.D.** | **Area Chair**

**Administration Building 204C | (574) 520-4144**

#### 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.

### Requirements

- Bachelor of Science in Business (Finance) >>
- Minor in Finance for Business Majors >>
- Minor in Finance for Non-Business Majors >>

## BS in Finance

Pictured | **Kevin Schasheck II** | *Finance* | Walkerton, Indiana (hometown)

**Volunteer activities and affiliations** | Vice President, Student Government Association; Honors Program

### About the Bachelor of Science in Business (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.

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### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Plan >>

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
- Concentration Requirements (21 cr.)
- Electives (9 cr.)

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

### Concentration Requirements

All courses are 3 credit hours, unless otherwise designated.

### 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; OR 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

**Electives (9 cr.)**

Students will consult with an academic advisor for recommended electives.

**See also**

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

Photo credit | **Teresa Sheppard**

**Minor in Finance for Business Majors**

Pictured | **Providence Mwiseneza** | *Human Resource Management / Minor in International Business* | Kigali, Rwanda, Africa (hometown)

**Volunteer activities and affiliations** | American Red Cross; Society for Human Resource Management (SHRM)

**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.

**What You Need to Know**

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

**Requirements (12 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- 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

**See also**

- Bachelor of Science in Business (Finance) >>
- Minor in Finance for Non-Business Majors >>

Photo credit | **Teresa Sheppard**

**Minor in Finance for Non-Business Majors**

Pictured | **Jordan Brough** | *Finance* | Elkhart, Indiana (hometown)

**Volunteer activities and affiliations** | Center for the Homeless; Coach, NIVA Club (volleyball team of middle school children from Northern Indiana)

**Minor in Finance for Non-Business Majors**

Students pursuing a four-year degree in non-business programs may combine formal study in finance with their stated major by concurrently completing a 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.

**What You Need to Know**

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

**Requirements (18 cr.)**

All courses are 3 credit hours, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting
- 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

**For non-business majors, the BUS-F 301 Financial Management course requires the following prerequisite course:**

- BUS-A 201 Introduction to Financial Accounting

**BUS-F 301 Financial Management 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

**See also**

- Bachelor of Science in Business (Finance) >>
- Minor in Finance for Business Majors >>

Photo credit | **Teresa Sheppard**

## General Business

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

### General Business

**Anurag Pant, Ph.D. | Area Chair**  
Administration Building 203G | (574) 520-4293

#### 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.

#### Requirements

- BS in Business (General Business) >>
- Minor in Business for Non-Business Majors >>

## BS in General Business

Pictured | **Taylor Dygert** | *General Business* | Elkhart, Indiana (hometown)

#### About the Bachelor of Science in Business (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.

#### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

#### Degree Requirements

##### [Degree Plan >>](#)

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
- Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
- Concentration Requirements (18 cr.)
- Electives (12 cr.)

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

#### Concentration Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Junior and Senior Years

- 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-M 426 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

#### Electives (12 cr.)

Students will consult with an academic advisor for recommended electives.

#### See also

- Minor in Business for Non-Business Majors >>

Photo credit | **Teresa Sheppard**

## Minor in Business for Non-Business Majors

Pictured | **Sean Hamilton** | *General Business* | Goshen, Indiana (hometown)

### Minor in Business for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in business with their stated major by concurrently completing a 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 preferring more focused study in a single business area—such as accounting, finance, health care management, human resources, leadership, marketing, management information systems, small business or other specialized study—may wish to select one of several available more specialized business minors. Students not planning to complete a business minor, but who wish to supplement their major with a small number of business courses, should select business and economics courses in consultation with an advisor from the Judd Leighton School of Business and Economics

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#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

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#### Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BUS-B 190 Human Behavior and Social Institutions  
VT: Principles of Business Administration

**Select at least two, but no more than three, courses from the following:**

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-F 260 Personal Finance
- BUS-K 201 The Computer in Business
- BUS-L 201 Legal Environment of Business
- BUS-M 255 Topics in Marketing
- ECON-E 103 Introduction to Microeconomics; OR  
ECON-S 103 Introduction to Microeconomics-Honors
- ECON-E 104 Introduction to Macroeconomics; OR  
ECON-S 104 Introduction to Macroeconomics-Honors

**Select at least two, but no more than three, courses from the following:**

- BUS-A328 Introduction to Taxation
  - BUS-B399 Business and Society
  - BUS-D300 International Business Administration
  - BUS-F301 Financial Management
  - BUS-K321 Management of Information Technology
  - BUS-M301 Introduction to Marketing Management
  - BUS-P301 Operations Management
  - BUS-Z302 Managing and Behavior in Organizations
- 

#### See also

- Bachelor of Science in Business (General Business)  
>>

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Photo credit | **Teresa Sheppard**

## Health Services Management

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

### Health Services Management

**Anurag Pant, Ph.D. | Area Chair**

**Administration Building 203G | (574) 520-4293**

### About Health Services Management

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.

### Requirements

- Bachelor of Science in Health Services Management >>
- Minor in Health Care Management for Non-Business Majors >>

## BS in Health Services Management

Pictured | **Anna Desimone** | *Health Services Management* | Granger, Indiana (hometown)

### About the Bachelor of Science in Health Services Management

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.

### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

[Degree Plan](#) >>

Students receiving the Bachelor of Science in Health Services Management must complete 120 total credit hours including:

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
- Judd Leighton School of Business and Economics Additional Requirements (48 cr.)
- Concentration Requirements (18 cr.)
- Electives (12 cr.)

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

### Concentration Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated

### 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

### Electives (12 cr.)

Students will consult with an academic advisor for recommended electives.

### See also

- Minor in Health Care Management for Non-Business Majors >>

## Minor in Health Care Management for Non-Business Majors

Pictured | **Jessica Bollenbacher** | *Health Services Management* | Bremen, IN (hometown)

### Minor in Health Care Management for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in Health Care Management with their stated major by concurrently completing a Minor in Health Care Management for Non-Business Students. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-B 190 Principles of Business Administration
- BUS-Z 302 Managing and Behavior in Organizations

#### Select three of the following

- BUS-H 320 Systems of Health Care Delivery
- BUS-H 354 Economics of Health Care
- BUS-H 402 Hospital Organization and Management
- BUS-H 411 Management of Long-Term Care Facilities
- BUS-W 430 Organizations and Organizational Change

#### See also

- Bachelor of Science in Health Services Management >>

Photo credit | [elisasophia](#) via [Flickr](#) | [cc](#)

## B.S. in HR Management

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

**Anurag Pant, Ph.D. | Area Chair**  
**Administration Building 203G | (574) 520-4293**

### 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.

### Requirements

- Bachelor of Science in Business (Human Resources Management) >>
- Minor in Human Resource Management for Business Majors >>
- Minor in Human Resource Management for Non-Business Majors >>

## BS in HR Management

Pictured | **Tatianna Halcomb** | *Human Resource Management* | Goshen, Indiana (hometown)

### About the Bachelor of Science in Business (Human Resource Management)

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.

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### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (18 cr.)
  - Electives (12 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.
- 

### Concentration Requirements (18 cr.)

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

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### Electives (12 cr.)

Students will consult with an academic advisor for recommended electives.

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#### See also

- [Minor in Human Resource Management for Business Majors >>](#)
- [Minor in Human Resource Management for Non-Business Majors >>](#)

Photo credit | [Teresa Sheppard](#)

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### Minor in HR Management

Pictured | [Brigid Jackson](#) | *B.S. Human Resource Management* | Richmond, Indiana (hometown)

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### Minor in Human Resource Management for Business Majors

Students pursuing a four-year degree may combine formal study in human resource management as they pursue a major concentration in one of the functional areas. Students who elect this program must notify their advisor by the end of their junior year.

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#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

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### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnel-Human Resource Management

- BUS-Z 441 Wages and Salary Administration
- BUS-Z 444 Personnel Research and Measurement

#### See also

- Bachelor of Science in Business (Human Resource Management) >>
- Minor in Human Resource Management for Non-Business Majors >>

Photo credit | **Teresa Sheppard**

## Minor in HR Management for Non-Business Majors

Pictured | **Brigid Jackson** | *B.S. Human Resource Management* | Richmond, Indiana (hometown)

### Minor in Human Resource Management for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in human resource management with their stated major by concurrently completing a Minor in Human Resource Management. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.
- This minor cannot be taken along with the Leadership and Management Outside Minor.

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-B 190 Principles of Business Administration
- BUS-Z 302 Managing and Behavior in Organizations

#### Select three of the following:

- BUS-W 430 Organizations and Organizational Change
- BUS-Z 440 Personnel-Human Resource Management
- BUS-Z 441 Wages and Salary Administration
- BUS-Z 444 Personnel Research and Measurement

#### See also

- Bachelor of Science in Business (Human Resource Management) >>
- Minor in Human Resource Management for Business Majors >>

Photo credit | **Teresa Sheppard**

## BS in International Business

Pictured | **Raj Kohli, D.B.A.** | *Mississippi State University, 1990* | Chair of Finance, Economics, and International Business; Director of Center for Economic Education; and Professor of Finance

### International Business

**Raj Kohli, Ph.D.** | Area Chair

Administration Building 204C | (574) 520-4144

#### 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.

#### Requirements

- Minor in International Business for Business Majors >>

## Minor in International Business

Pictured | **Malcolm Gates** | *International Business/General Business* | South Bend, Indiana (hometown)

### 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.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.
- 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.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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
- GEOG-G 120 Regions of the World
- 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

**See also**

- Bachelor of Science in Business (International Business)

## Leadership and Management

Pictured |

### Minor in Leadership and Management for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in leadership and management with their stated major by concurrently completing a Minor in Leadership and Management. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.
- This minor cannot be taken along with the Human Resource Management Outside Minor.

#### Requirements

All courses are 3 cr. unless otherwise designated.

- BUS-B 190 Principles of Business Administration
- BUS-B 399 Business and Society
- BUS-W 430 Organizations and Organizational Change
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnel-Human Resource Management

Photo credit | [elisasophia](#) via Flickr | [cc](#)

## Management Information Systems

Pictured | **Tracey Anderson, J.D.** | *University of Arizona, 1984* | Chair of Accounting and Decision Sciences; and Professor of Decision Sciences

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### Management Information Systems

**Tracey Anderson, J.D.** | Area Chair  
Administration Building 208F | (574) 520-4364

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#### 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.

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#### Requirements

- Bachelor of Science in Business (Management Information Systems)
- Minor in Management Information Systems for Business Majors
- Minor in Management Information Systems for Non-Business Majors

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## BS in Management Information Systems

Pictured | **Jacob Cryer** | *Management Information Systems* // Minors in Business Analytics and Accounting | Gales Ferry, Connecticut (hometown)

**Volunteer activities and affiliations** | President, Management Information Systems Club; Beta Gamma Sigma, Association to Advance Collegiate Schools of Business (AACSB); Honors Program

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#### About the Bachelor of Science in Business (Management Information Systems)

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.

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#### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

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#### Degree Requirements (120 cr.)

##### [Degree Plan >>](#)

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (22 cr.)
  - Electives (8 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

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#### Concentration Requirements (22 cr.)

All courses are 3 credit hours, unless otherwise designated.

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#### 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 435 Advanced Topics in Computer Information Systems
- CSCI-A 201 Introduction to Programming (4 cr.)

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#### 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

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#### Electives (8 cr.)

- Students will consult with an academic advisor for recommended electives.

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#### See also

- Minor in Management Information Systems for Business Majors >>
- Minor in Management Information Systems for Non-Business Majors >>

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Photo credit | **Teresa Sheppard**

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## Minor in Management Information Systems for Business Majors

Pictured | **Josh Bolen** | *Management Information Systems* | North Liberty, Indiana (hometown)

### Minor in Management Information Systems for 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.

#### What You Need to Know

- 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.
- Courses may not be taken by correspondence study or independent study
- Courses can not be studied through an internship.

#### Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated

- 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

#### See also

- Bachelor of Science in Business (Management Information Systems)
- Minor in Management Information Systems for Non-Business Majors

Photo credit | **Teresa Sheppard**

## Minor in Management Information Systems for Non-Business Majors

Pictured | **Romarc Zounlome** | *Management Information Systems* | South Bend, Indiana (hometown)

### Minor in Management Information Systems for Non-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 a 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.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

#### 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

#### See also

- Bachelor of Science (B.S.) in Business with a Concentration in Management Information Systems
- Minor in Management Information Systems for Business Majors

Photo credit | **Teresa Sheppard**

## BS in Marketing

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

### Marketing

**Anurag Pant, Ph.D. | Area Chair**  
Administration Building 203G | (574) 520-4293

#### 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.

#### Requirements

- Bachelor of Science in Business (Marketing) >>
- Minor in Marketing for Business Majors >>
- Minor in Marketing for Non-Business Majors >>

## BS in Marketing

Pictured | **Aiyana Grzenia** | *Marketing/Advertising*  
Mishawaka, Indiana (hometown)

### About the Bachelor of Science in Business (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.

### Academic Advising

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Plan >>

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (18 cr.)
  - Electives (12 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

### Concentration Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

### 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 (12 cr.)

- Students will consult with an academic advisor for recommended electives.

### See also

- Minor in Marketing for Business Majors
- Minor in Marketing for Non-Business Majors

Photo credit | **Teresa Sheppard**

## Minor in Marketing for Business Majors

Pictured | **Justin Dahm** | *Advertising and Marketing*  
Wheatfield, Indiana (hometown)

### 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 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 Marketing Management

#### Select three of the following:

BUS-M 301 is prerequisite for all courses listed below

- BUS-M 303 Marketing Research
- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Integrated Marketing Communications
- BUS-M 418 Advertising Strategy (Prerequisite is BUS-M 415)
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M 450 Marketing Strategy

#### See also

- Bachelor of Science in Business (Marketing) >>
- Minor in Marketing for Non-Business Majors >>

### Minor in Marketing for Non-Business Majors

Pictured | **Logan Walter** | *Marketing and Advertising* | Wolcottville, Indiana (hometown)

#### 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 a 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.

#### What You Need to Know

- Students must attain a minimum cumulative grade point average of 2.0 (C) in all courses and not less than a C in each course.
- Courses may not be taken by correspondence study.

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated

- BUS-M 255 Topics in Marketing
- BUS-M 301 Introduction to Marketing Management (for non-business majors BUS-M 255 is a prerequisite for BUS-M 301)

#### Select three of the following:

- BUS-M 303 Marketing Research (Prerequisite is ECON-E 270 or equivalent)
- BUS-M 401 International Marketing
- BUS-M 405 Consumer Behavior
- BUS-M 415 Advertising and Integrated Marketing Communications
- BUS-M 418 Advertising Strategy (Prerequisite is BUS-M 415)
- BUS-M 419 Retail Strategy
- BUS-M 426 Sales Management
- BUS-M 450 Marketing Strategy

#### See also

- Bachelor of Science in Business (Marketing) >>
- Minor in Business for Business Majors >>

Photo credit | **Teresa Sheppard**

## Small Business and Entrepreneurship

Pictured | **Anurag Pant, Ph.D.** | *The University of Kansas, 2006* | Chair of Business Law, Management, and Marketing; and Associate Professor of Marketing

### Small Business and Entrepreneurship

**Anurag Pant, Ph.D. | Area Chair**  
Administration Building 203G | (574) 520-4293

#### 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.

#### Requirements

- Bachelor of Science in Business (Small Business and Entrepreneurship) >>
- Minor in Small Business and Entrepreneurship for Non-Business Majors >>

## BS Small Business and Entrepreneurship

Pictured | **Danuta Kawecki** | *Small Business and Entrepreneurship* | Granger, Indiana (hometown)  
Club affiliations | Honors Program

#### About the Bachelor of Science in Business (Small Business and Entrepreneurship)

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.

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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.

#### Academic Advising

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The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

#### Degree Requirements

##### Degree Plan >>

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

- Judd Leighton School of Business and Economics Campuswide General Education Curriculum (42 cr.)
  - Judd Leighton School of Business and Economics (BS in Business) Additional Requirements (48 cr.)
  - Concentration Requirements (18 cr.)
  - Electives (12 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

#### Concentration Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated

#### 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

**Electives (12 cr.)**

- Students will consult with an academic advisor for recommended elective.

**See also**

- Minor in Small Business and Entrepreneurship for Non-Business Majors >>

Photo credit | **Teresa Sheppard**

## Minor in Small Business/ Entrepreneurship

Pictured | **Duree Cole** | *Small Business and Entrepreneurship* | South Bend, Indiana (hometown)

### Minor in Small Business and Entrepreneurship for Non-Business Majors

Students pursuing a four-year degree in non-business programs may combine formal study in small business and entrepreneurship with their stated major by concurrently completing a Minor in Small Business and Entrepreneurship. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

**What You Need to Know**

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all 10 courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

**Requirements (15 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 courses and not less than C in each course.

- BUS-A 201 Introduction to Financial Accounting
- BUS-B 190 Principles of Business Administration
- BUS-M 303 Marketing Research
- BUS-W 311 New Venture Creation
- BUS-W 408 Practicum in Small Business

**See also**

- Bachelor of Science in Business (Small Business and Entrepreneurship) >>

Photo credit | **Teresa Sheppard**

## Economics

Pictured | **Raj Kohli, D.B.A.** | *Mississippi State University, 1990* | Chair of Finance, Economics, and International Business; Director of Center for Economic Education; and Professor of Finance

**Economics**

**Raj Kohli, Ph.D. | Interim Area Chair  
Administration Building 204C | (574) 520-4144**

**About 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 (\*).

**Requirements**

- Bachelor of Science in Economics >>
- Minor in Economics >>

## BS Economics

Pictured | **Seth Nowak** | *Finance/Economics* | Merrillville, Indiana (hometown)

**About the Bachelor of Science 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.

**Academic Advising**

The mission of the academic advising program in the Judd Leighton School of Business and Economics is to promote academic success, student satisfaction, and increased retention by providing students with advisors to help students make educational, career, and personal decisions.

The policy on advising requires that students meet with their academic advisors at least once each year, and freshmen and sophomores are required to meet with their academic advisor prior to each semester's enrollment. Advising holds are placed on all freshmen and sophomores prior to advance registration and are released following advising appointments. To determine who your advisor is and how to contact them, see [One.IU](#).

**Degree Requirements****Degree Plan >>**

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

- Judd Leighton School of Business and Economics  
Campuswide General Education Curriculum (39 cr.)

- Judd Leighton School of Business and Economics (BS Economics) Additional Requirements (30 cr.)
- Major Requirements (34 cr.)
- Electives (17 cr.)

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

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### 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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### Electives (17 cr.)

- Students will consult with an advisor for recommended electives.

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### See Also

- [Minor in Economics >>](#)

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Photo credit | **Teresa Sheppard**

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## Minor in Economics

Pictured | **Adam El-Ammori** | *Economics / Minor in Business Administration* | South Bend, Indiana (hometown)

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### Minor in Economics

#### What You Need to Know

Students wishing 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.

---

### Requirements

All courses are 3 credit hours, unless otherwise designated

- 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

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### See also

- [Bachelor of Science in Economics](#)

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Photo credit | **Teresa Sheppard**

## Graduate Business Programs

Pictured | **Bhavik Pathak, Ph.D.** | *University of Connecticut, 2006* | Associate Dean of Graduate Business Programs and Accreditation; and Associate Professor of Decision Sciences

### 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 and Marketing

#### Course Descriptions

Business Graduate BUSB

#### Index

- Mission Statement
- Vision Statement
- Admission | Application Deadline
- Enrollment Restriction
- Academic Standing
- Credit Transfer

- Fast-Track Program Option

Photo credit | **Teresa Sheppard**

Background artwork credit | **Anthony Droege II, M.F.A.**, *Professor Emeritus of Fine Arts*

## Graduate Business Programs Information

Pictured | **Bhavik Pathak, Ph.D.** | *University of Connecticut, 2006* | Associate Dean of Graduate Business Programs and Accreditation; and Associate Professor of Decision Sciences

### Mission Statement

We transform students from diverse backgrounds through high quality, innovative, and affordable programs with accomplished, international, and intellectually engaged professors. Our professors and staff care about all students' academic success as well as the impact we have on their lives, careers, the region, and beyond.

### 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 15 (Module 1); September 15 (Module 2)  
Spring | November 15 (Module 1); January 15 (Module 2)  
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 3.0 requirement are placed on academic probation for one semester. If the student's GPA is not raised to the 3.0 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 9 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 degree program. Students admitted under this option will be waived from all prerequisite courses (subject to evaluation of transcripts by the Admissions Committee to determine eligibility requirements have been met) 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.

Photo credit | **Teresa Sheppard**

## Master of Business Administration

Pictured | **Bhavik Pathak, Ph.D.** | *University of Connecticut, 2006* | Associate Dean of Graduate Business Programs and Accreditation; and Associate Professor of Decision Sciences

#### About the Master of Business Administration

The Leighton School Master of Business Administration is faster, shorter, and better than ever, making it even more attractive for busy, ambitious working professionals.

#### Program Requirements (37.5 cr.)

All courses are 1.5 credit hours unless otherwise stated

- 37.5 credits does not include the optional concentration
- As a condition of graduation, each student must pass a comprehensive exam by ETS during their final year of study.

#### Foundation Courses (10.5 cr.)

- BUSB-A 501 Financial Accounting for Managers
- BUSB-B 501 Communication Skills for Managers (not eligible for Fast-Track waiver or for exemption by passing a placement examination)
- BUSB-B 504 Team Management (not eligible for Fast-Track waiver or for exemption by passing a placement examination)
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management
- BUSB-D 505 Business Analytics I
- BUSB-D 506 Business Analytics II

#### Core Courses (27 cr.)

- BUSB-A 502 Managerial Economics (3 cr.)
- BUSB-A 504 Information Technology for Managers
- BUSB-B 503 Leadership and Change (3 cr.)
- BUSB-B 520 Design Thinking for Managers
- BUSB-B 521 Evidence Based Management
- BUSB-C 502 Legal/Ethical Environment of Business (3 cr.)
- BUSB-D 503 Operations Management
- BUSB-F 503 Decision Making Tools in Accounting (3 cr.)
- BUSB-F 542 Strategic Financial Management (3 cr.)
- BUSB-M 544 Managing Advertising and Sales Promotion (3 cr.)
- Capstone Experience

- BUSB-E 510 Business Policy OR
- BUSB-F 514 Investment Management OR
- BUSB-M 512 Marketing Strategy

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### Optional Concentrations

#### Finance

- BUSB-F 514 Investment Management (3 cr.)
- BUSB-F 517 Financial Markets and Institutions (3 cr.)
- BUSB-F 530 International Finance (3 cr.)

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#### Marketing

- BUSB-M 503 Applied Marketing Research (3 cr.)
- BUSB-M 512 Marketing Strategies (3 cr.)
- BUSB-M 594 Global Marketing Management (3 cr.)

Photo credit | **Teresa Sheppard**

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## M.S. in Accounting

### Master of Science in Accounting

#### Degree 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.

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#### Program Requirements (30 cr.)

##### Skills Courses (6 cr.)

- BUSB-B 501 Communication Skills for Managers (1.5 cr.)
- BUSB-B 503 Leadership and Change
- BUSB-F 504 Team Management (1.5 cr.)

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##### 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

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##### 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

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#### 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.

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## Graduate Certificate in Business

### Graduate Certificate in Business

Professionals with business and non-business bachelor degrees will gain valuable business skills by pursuing the 12-hour Graduate Certificate in Business through the Judd Leighton School of Business and Economics. The certificate can be completed part-time in 9-12 months. The Graduate Certificate in Business enables working professionals to update their skills while working full-time.

If the student chooses to continue their studies, all courses apply towards the Master of Business Administration (M.B.A.).

The GMAT is not required; however, an undergraduate GPA of 2.75 is required.

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#### Program Requirements (12 cr.)

All courses are 1.5 credit hours, unless otherwise designated.

**Note** | A grade of "C" or higher must be earned in each course, along with a CGPA of 3.0, to successfully earn the certificate

- BUSB-A 501 Financial Accounting for Managers
  - BUSB-B 501 Communication Skills for Managers
  - BUSB-B 504 Team Management
  - BUSB-D 501 Management of Marketing
  - BUSB-D 502 Financial Management
  - BUSB-D 505 Business Analytics I
  - BUSB-D 506 Business Analytics II
  - One 1.5 credit hour course from the Core Program
-

## Economics Additional Requirements

Pictured | **Adam El-Ammori** | *Economics / Minor in Business Administration* | South Bend, Indiana (hometown)

### Additional Requirements for Business Majors (30 cr.)

A grade of "C" (or higher) is required in each course

All courses are 3 credits, unless otherwise designated

- BUS-A 201 Introduction to Financial Accounting
- BUS-B 190 Introduction to Business Administration  
Must take freshman or sophomore year  
Fulfills Human Behavior and Social Institutions in General Education requirements
- BUS-F 151 Personal Finances of the College Student (1 cr.)
- BUS-F 260 Personal Finance
- BUS-K 201 The Computer in Business  
Fulfills Computer Literacy in General Education requirements
- BUS-L 201 Legal Environment of Business
- BUS-X 220 Career Perspectives (1 cr.)
- ENG-W 232 Introduction to Business Writing
- MATH-M 118 Finite Mathematics  
Fulfills Quantitative Reasoning in General Education requirements
- MATH-M 215 Calculus I (5 cr.)  
Fulfills Quantitative Reasoning in General Education requirements
- MATH-M 216 Calculus II (5 cr.)  
Fulfills Quantitative Reasoning in General Education requirements

#### Select two of the following:

- BUS-B 399 Business and Society  
Fulfills Human Behavior and Social Institutions in General Education requirements
- BUS-F 301 Financial Management
- BUS-K 321 Management of Information Technology
- BUS-M 301 Introduction to Marketing Management
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations

Photo credit | **Teresa Sheppard**

## Minor in International Business

Pictured | **Malcolm Gates** | *International Business/General Business* | South Bend, Indiana (hometown)

### Minor in Business Analytics for Business Majors

Students pursuing a four-year degree in business programs may combine formal study in Business Analytics with their stated major by concurrently completing a Minor in Business Analytics. Students who elect this program must notify their advisor and the Judd Leighton School of Business and Economics before the end of their junior year.

### What You Need to Know

- Students must attain a minimum cumulative grade point average (CGPA) of 2.0 (C) in all courses and not less than a C grade in each course.
- Courses cannot be taken by correspondence study or by independent study.
- Courses may not be studied through an internship.

### Prerequisites (9 cr.)

The minor requires students to have completed three core business courses:

- BUS-K 201 The Computer in Business
- BUS-K 321 Management of Information Technology
- ECON-E 270 Introduction to Statistical Theory in Economics and Business

### Required Courses (9 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BUS-K 302 Introduction to Management Science
- BUS-K 353 Business Analytics and Modeling

### Select one of the following:

- BUS-A 337 Accounting Information Systems
- BUS-F 302 Financial Decision Making
- BUS-M 303 Marketing Research
- BUS-S 433 Information Systems Security
- BUS-X 481 Undergraduate Internship in Business and Economics
- ECON-E 470 Introduction to Econometrics

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## SCHOOL OF EDUCATION

**HOPE SMITH DAVIS, PH.D.** || INTERIM DEAN

(574) 520-4546 || EDUCATION AND ARTS 2221 || [EDUCATION.IUSB.EDU](http://EDUCATION.IUSB.EDU)

# School of Education

Pictured |

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## School of Education

**Hope Davis, EdD | Interim Dean**  
**Education and Arts Building 2221 | (574) 520-4546 |**  
[education.iusb.edu](http://education.iusb.edu)

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### Faculty

- Associate Dean | **Shepherd**
- Professors | **Chang, Cress, Freitas, Mettetal, Okrah, Reck, Shepherd**
- Associate Professors | **Bakerson, H. Davis, Heck, Holm, Larrier, Linton, R.L. Smith**
- Assistant Professors | **Campbell, Gressick, Hebert, Rogalla, Seward**
- Senior Lecturer | **Beauchamp, K. Sullivan, D. Youngs**
- Lecturer | **Randles**
- Faculty Emeriti | **Alexander, Bailey, Calvin, K. Clark, DuVall, Isaacson, L. James, Leggett, Parelius, Peterson, Ruff, Sheridan, Urbach**
- Graduate Academic Advisor/Licensing/Officer |
- Undergraduate Academic Advisors | **Ogden, D. Sanders**
- Director of Student Teaching and Clinical Practice | **Harley**
- Director of the Center for Global Education | **Okrah**

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### Degrees, Certificates, and Licensures Offered

#### Teacher Education Department

#### Elementary Education Program

- Bachelor of Science | Master of Science (Unified Track: Elementary Education and Secondary Education with Reading and English Learners Focus) | Transition to Teaching Licensure Program

#### Secondary Education

- Bachelor of Science | Minor in Foundations of Education | Master of Science (Unified Track: Elementary Education and Secondary Education with Reading and English Learners Focus) | Transition to Teaching Licensure Program

#### Special Education

- Bachelor of Science in P-12 Special Education, Mild Intervention | Master of Arts in Teaching in P-12 Special Education, Mild Intervention | Master of Science, Mild Intervention | Master of Science Intense Intervention | Graduate Certificate, Intense Intervention

#### Professional Educational Services Department

- Master of Science in Educational Leadership
- P-12 Building Level Administrator Certificate Program

#### Counseling and Human Services

- Minor in Counseling
- Master of Science in Education in Clinical Mental Health Counseling | School Counseling | Addiction Counseling | Marriage, Couple, and Family Counseling
- Alcohol and Drug Counseling Certificate Program

- Licensure Patches in School Counseling Graduate Certificate | Mental Health Counseling Graduate Certificate | Licensed Clinical Addictions Counselor Graduate Certificate | State Counseling Graduate Certificate

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### Course Descriptions

Education EDUC

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### Graduate Education >>

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### Information

Pictured | **Gabrielle Garver** | *Elementary Education* / Plymouth, Indiana (hometown)

**Club affiliation** | Vice President, Honors Club

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## 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.

## Vision

The IU South Bend School of Education will engage the greater community to develop lifelong learners who embody traits necessary to become exemplary educators, counselors, and leaders in increasingly diverse contexts. In our nationally accredited programs, we will pioneer and promote caring, innovative, transformative, and evidence-based approaches to learning. Our programs of choice will be recognized for having a positive and lasting impact locally and globally.

## Program Descriptions

The Department of Teacher Education includes programs in elementary education, secondary education, and special education. Each program requires a certain number of clinical, field, and student teaching experiences. The programs are designed to meet the licensing requirements of the Indiana Department of Education, and can be completed in four years.

The Counseling and Human Services Department offer degrees in counseling with four specialty tracks in school counseling; clinical mental health counseling; addiction counseling; and marriage, couple, and family counseling. In addition, the program also offers a graduate certificate degree in alcohol and drug counseling and several licensure patches for those practitioners seeking additional licenses to practice in the State of Indiana.

The Educational Leadership program provides graduate education for those individuals interested in obtaining their Indiana principal's license. Extensive field experiences, authentic learning, and problem-solving exercises are integrated into each course. The program prepares candidates for leadership positions in P-12 schools.

## IU South Bend offers degree programs leading to the following licenses:

### Elementary Education

- 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
- Elementary education majors are required to complete one of the following concentrations:
  - English
  - mathematics
  - history
  - psychology
  - exceptional needs

- early childhood
- English learners

## Secondary Education

- Preparation to teach grades 5-12
- Developmental standards: early adolescence/adolescent, young adult Developmental / Pedagogical Standards— Secondary Education
- Grade Levels: 5-12
- Content standards: content area

## Special Education: Mild Intervention

- Coursework to teach either preschool through sixth grades can be added to our elementary major.
- Developmental standards: early childhood and middle childhood or early adolescent and young adult or Developmental/Pedagogical Standards for P-12 All Grades.
- The special education major prepares students for grade levels: P-12.
- Content standards: teacher of students with exceptional needs.

P-12 Special Education majors are required to complete one of the following concentrations:

- English
- mathematics
- history
- psychology
- early childhood

## Fine Arts: Vocal and General Music or Fine Arts: Instrumental and General Music, Fine Arts: Visual Arts

- 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
- Content standards: visual arts

## Counseling and Human Services

- Prepares candidates for educational or clinical settings
- Degrees and programs: clinical mental health counseling; school counseling; addiction counseling; marriage, couple, and family counseling

## Educational Leadership

- Prepares candidates to become principals in P-12 schools

Candidates who would like more information about IU South Bend's licensure programs should contact the Education Advising Office located in **Education and Arts 2200**.

## 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.

### **Admission from Other Schools within Indiana University as Other Educational Institutions**

Candidates 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 candidates by the Education Advising Office in **Education and Arts 2200**. 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.

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### **Education Advising Office Academic Advising and Program Planning**

Academic advising is available from the Education Advising Office in **Education and Arts 2200**. 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 **Education and Arts 2200**.

### **Licensing**

Rules for Educator Preparation and Accountability (REPA) is Indiana's current licensing system. REPA prescribes how new educators will be prepared, and also affects how currently licensed educators can renew, add to, and professionalize their license. The earliest a license can be renewed is 60 days prior to the license expiring. An expired license can be renewed at any time.

Candidates may apply for a license using 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).

### **Career Placement Information**

Personnel in the Education Advising Office advise candidates concerning subject areas and concentrations most in demand by employers. IU Bloomington offers the opportunity to post credentials to potential employers. The Education Advising Office can assist you with this service.

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 Education Advising Office posts listings of job vacancies. 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.

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### **Office of Student Teaching 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 **Education and Arts 2230**.

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Photo credit | **Teresa Sheppard**

## School of Education Policies

Pictured | **Lexi Benhart** | *Elementary Education, Early Childhood* | New Carlisle, Indiana (hometown)

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### School of Education Policies

#### Email 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.

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#### 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 secondary education 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.

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#### 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.

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#### Laptop Requirements

Students are required to purchase a laptop when registering for EDUC-W 200. Please contact your advisor for specific information.

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#### CASA Requirements

Prior to admission to a teacher preparation program, undergraduate and graduate students earning their initial teacher licenses are required to pass the Core Academic Skills Assessment (CASA), which measure proficiency in basic academic skills, or meet an approved alternative.

Undergraduate students must take three sections of the CASA and earn passing scores before they are admitted to the Teacher Education Program.

Graduate students earning their initial teacher licenses are required to take and pass the three sections of the CASA assessments prior to starting their program.

The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program:

- 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 taken before August 31, 2013.

For more information regarding the CASA, please visit the website at <http://www.doe.in.gov/licensing/educator-testing>.

**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.

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#### Required Pearson Content and Pedagogy Tests

Candidates seeking a teacher license are required to achieve passing scores on required Pearson Content and Pedagogy examinations. Each program requires candidates to take examinations at various points in their academic career. For more information regarding Indiana licensure requirements, visit the [Office of Educator Effectiveness and Licensing](#) on the Indiana Department of Education website.

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#### Pearson Content and Pedagogy Tests—Elementary Education Majors

To complete requirements for Checkpoint Three and certification requirements for the state of Indiana, elementary education majors must earn passing scores on the appropriate Pearson CORE Content and Pedagogy examinations.

More information can be obtained from the Education Advising Office in Education and Arts 2200.

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#### Pearson Content and Pedagogy Tests—Elementary Generalists: Primary and Elementary Generalist: Intermediate

Students should check with the Education Advising Office in Education and Arts 2200 for current information about Pearson test requirements.

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#### Pearson Content and Pedagogy Tests—Secondary Education Majors

Secondary education majors must submit passing scores on the appropriate Indiana CORE Content examinations before they are allowed to pass Checkpoint Two and begin their student teaching experience.

Secondary education majors must submit passing scores on the Indiana CORE Pedagogy examination prior to graduation.

More information can be obtained from the Education Advising Office in Education and Arts 2200.

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### **Pearson Content and Pedagogy Tests–Special Education Majors**

Special education majors, and students completing requirements for the mild intervention certification or intense intervention certification must attempt the appropriate Indiana CORE Content and Pedagogy examinations prior to graduation.

More information can be obtained from the Education Advising Office in Education and Arts 2200.

### **Pearson Content and Pedagogy Tests–School Counselor**

School counseling majors must take and pass the Indiana CORE Content examination to be licensed as school counselors in the state of Indiana.

More information can be obtained from the Education Advising Office in Education and Arts 2200.

### **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 the Indiana State Police website 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.

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**

When a candidate has a concern about a class or instruction, advising, or a School of Education policy, the candidates should meet individually with the instructor of the course, the supervisor, or an academic advisor to discuss the concern in an attempt to resolve it in a satisfactory manner. If the concern is not resolved, the candidate can submit an Issue Resolution to address the concern at other levels. The candidate can obtain an Issue Resolution form and cover sheet from the Education Advising Office. 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**

Candidates must maintain the highest level of professional conduct while completing field experiences in the schools or in agency settings. In these settings, improper conduct can have adverse effects on the lives of children, youth, or adults. Unsatisfactory professional conduct or performance on the part of an IU South Bend School of

Education student may result in dismissal from the School of Education.

If a faculty member, classroom teacher, or other personnel have concerns about a candidate's ability to become an effective teacher, administrator, or human services provider, a Letter of Concern may be filed. The letter is used to identify a candidate in the program whose professional performance or approach is questionable.

If there are two or more letters of concern, successful resolution of all concerns is required prior to admission to and retention in all phases of the teacher education program or in activities that are designated in graduate programs, most notably, but not limited to, field experiences and/or internships. The student is ultimately responsible for ensuring that the letters documenting successful resolution of concerns are available.

### **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)

### **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 Education Advising Office 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 Advising. This election is not reversible.

**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 Education Advising Office.

Students graduating in December must submit their application for graduation by March 1; students graduating in May, June, or August must submit their application for graduation by October 1.

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.

Photo credit | **Teresa Sheppard**

## 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.

## Probation, Dismissal, Reinstatement After Admission

Pictured | **Ashley McPherron** | *Special Education, Psychology* | Bremen, Indiana (hometown)

### 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.

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### 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.

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## Accreditation and Standards

Pictured | **Maddie Garcia** | *Elementary Education / Mathematics* | South Bend, Indiana (hometown)

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### Accreditation and Standards

#### Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Indiana Department of Education Division of Professional Standards through 2019.

The Counseling and Human Services programs in School Counseling and Clinical Mental Health Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Additionally, many programs in the School of Education have been nationally recognized by Specialized Professional Associations (SPA). SPAs are national organizations of teachers, professional education faculty, and/or other school professionals.

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#### 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.

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### 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 Taskstream. 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 does not meet the standards, the candidate is contacted and a remedial plan is developed. 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, the candidate will be counseled about additional options.

Additional information about required artifacts is given to candidates in classes taken at the three critical checkpoints.

- Critical Checkpoint One
- Critical Checkpoint Two
- Critical Checkpoint Three

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Photo credit | **Teresa Sheppard**

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## Checkpoint One

Pictured | **Courtney Lamie** | *Elementary Education* | Clovis, New Mexico (hometown)

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### Checkpoint One—

#### Admission into Teacher Education Program (TEP)

Candidates are officially admitted to the program at the end of the semester prior to entering the next phase of the program. For Checkpoint 1, this typically occurs after candidates have completed coursework in one of the following courses (depending on the program in which the candidate is enrolled):

- 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 sections of the CASA Basic Skills Examination, or meet minimum passing scores on state approved alternative 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.

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### 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 the CASA Basic Skills Examination, or meet scores using alternate assessments.

Completion of the following education courses with a grade of C or higher.

- 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 candidates have successfully passed the CASA Basic Skills Examination, 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 other designated courses that fulfill general education and program requirements as indicated on program plans and earn a grade of C or better prior to admission into the TEP. All education majors must consult with the Office of Advising to ensure the required courses are taken in the appropriate sequence in order to maintain steady progress toward program completion

### Admission to TEP: Secondary Education Majors

Secondary education majors must also complete other designated courses that fulfill general education and program requirements as indicated on program plans and earn a grade of C or better prior to admission into the TEP. All education majors must consult with the Office of Advising to ensure the required courses are taken in the appropriate sequence in order to maintain steady progress toward program completion.

Completion of the following courses with a grade of C or higher:

- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education

After the above courses are and candidates have successfully passed the CASA Basic Skills Examination or meet minimum passing scores on alternate assessments, secondary education 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 314 General Methods for Senior High/Junior High/Middle School Teachers
- EDUC-W 310 Integrating Technology K-12

Secondary education majors must also complete other designated courses and earn a grade of C or better prior to admission into the TEP.

### Admission to TEP: Special Education Majors

P-12 Special Education majors must also complete other designated courses that fulfill general education and program requirements as indicated on program plans and earn a grade of C or better prior to admission into the TEP. All education majors must consult with the Office of Advising to ensure the required courses are taken in the appropriate sequence in order to maintain steady progress toward program completion.

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 candidates have successfully passed the CASA Basic Skills Examination or alternative assessment scores, special education majors must complete Foundations II courses (listed below) with a grade of C or better to be eligible to enter the Teacher Education Program (TEP).

- 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-M 310 General Methods
- EDUC-W 310 Integrating Technology K-12

P-12 Special Education majors must also complete other designated courses that fulfill general education and program requirements as indicated on program plans and earn a grade of C or better prior to admission into the TEP. All education majors must consult with the Office of Advising to ensure the required courses are taken in the appropriate sequence in order to maintain steady progress toward program completion.

**Critical Checkpoint 2 >>**

**Critical Checkpoint 3 >>**

## Checkpoint Two

Pictured | **Sarah Hurt** | *Elementary Education, Special Education* | La Porte, Indiana (hometown)

## Checkpoint Two—

### Prior to Student Teaching

#### Elementary Education Majors

Candidates who are elementary education majors 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. Requirements for candidate evaluation at checkpoint two will consist of lesson plans, reflections, field observation forms, and other artifacts from the professional education coursework, which will be submitted through the Taskstream data management system.

Block classes are groups of classes that are linked together during registration for convenience and to ensure that courses required to be taken concurrently are offered together. Students who have questions about the block system should speak with an Education Advisor.

#### Secondary Education Majors

Candidates who are secondary education majors will submit artifacts from professional education courses for review during Checkpoint Two. Instructors for artifact-bearing courses will inform secondary majors about which artifacts will be reviewed, and provide information for submission through the Taskstream data management system. Assignments will include unit plans and lessons, analysis of assessment data, and observation forms from field experiences. In addition, all secondary education majors must take and pass at least one content state licensure examination in their licensure areas to pass Checkpoint Two. Candidates who have questions about Checkpoint Two should speak with an education advisor, or their secondary education course instructors.

#### Special Education Majors

Candidates who are completing special education coursework need to complete artifacts in the following courses for Checkpoint Two:

- EDUC-K 300 Developmental Characteristics of Exceptional Individuals
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School; OR  
EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 452 Classroom Management

Candidates will be required to upload documents and artifacts for Checkpoint Two review to the Taskstream data management system. Special Education students will be informed about the process for uploading documents during their professional education courses.

**Critical Checkpoint 1 >>**

**Critical Checkpoint 3 >>**

Photo credit | **Teresa Sheppard**

## Checkpoint Three

Pictured | **Tareyn Busfield** | *Elementary Education* | South Bend, Indiana (hometown)

## Checkpoint Three—All Majors— at the End of Student Teaching, Prior to Licensure and Graduation

#### Elementary Education Majors

Elementary education majors are required to upload documents and artifacts from their student teaching experiences to the Taskstream data management system for review prior to Checkpoint Three and Graduation. Instructions for documents to upload and procedures for doing so will be provided during the student teaching seminar. Elementary Education Majors must also pass all content and pedagogy state licensure examinations for Elementary Education to pass Checkpoint Three.

#### Secondary Education Majors

Secondary education majors are required to upload documents and artifacts from their student teaching experiences to the Taskstream data management system for review prior to Checkpoint Three and Graduation. Instructions for documents to upload and procedures for doing so will be provided during the student teaching seminar. Secondary Education Majors must also pass the pedagogy state licensure examination for Secondary Education to pass Checkpoint Three.

#### Special Education Majors

Special education majors are required to upload documents and artifacts from their student teaching experiences and coursework to the Taskstream data management system for review prior to Checkpoint Three and Graduation. Instructions for documents to upload and procedures for doing so will be provided during the student teaching experience. Special Education Majors must also attempt all content and pedagogy state licensure examinations for Special Education to pass Checkpoint Three.

**Critical Checkpoint 1 >>**

**Critical Checkpoint 2 >>**

Photo credit | **Teresa Sheppard**

## Graduate Licensure in Special Education

Pictured | **Wendy Goley** | *Special Education / Minor in Psychology* | Goshen, Indiana (hometown)

### 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.

Photo credit | **Woodley Wonderworks** via [Flickr](#) | [cc](#)

## Teacher Education Department

Pictured | **Kwadwo A. Okrah, Ph.D.** | *Ohio University, 1999* | Department Chair; and Professor of Secondary Education

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### Department of Teacher Education

**Kwadwo A. Okrah, Ph.D.** | Department Chair  
**Julia Gressick, Ph.D.** | Assistant Department Chair  
 Education Advising Office | Education and Arts 2200 |  
 (574) 520-4132 | [education.iusb.edu](http://education.iusb.edu)

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### About the Department of Teacher Education

The Department of Teacher Education comprises undergraduate and graduate programs leading to licensure in Elementary, Secondary, and Special Education. It also includes Transition-to-Teaching programs at the Elementary and Secondary levels; stand-alone or embedded licensure programs for teaching English Language Learners, Early Childhood Education, and Intense Intervention; and the Foundations of Education minor for students interested in exploring education as a discipline without pursuing a license to teach.

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### Elementary Education >>

Students can earn a Bachelor of Science in Education with a major in Elementary Education or a Master of Science in Education Unified Elementary and Secondary Education Program, which is a contemporary program with a strong focus on literacy and English language learners. Students can also earn licensure through the Transition to Teaching program.

- Bachelor of Science in Education, Elementary Education
- Master of Science (Unified Track: Elementary Education and Secondary Education with Reading and English Learners Focus)
- Elementary Education Transition to Teaching Licensure Program

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### Secondary Education >>

Students can earn a Bachelor of Science in Education with a major in Secondary Education in English/Language Arts, Mathematics, Science, Social Studies, and World Languages. Students can also earn a Master of Science in Education Unified Elementary and Secondary Education, or licensure through the Transition to Teaching program.

- Bachelor of Science in Education, Secondary Education
- Master of Science (Unified Track: Elementary Education and Secondary Education with Reading and English Learners Focus)
- Secondary Education Transition to Teaching Licensure Program
- Minor in Foundations of Education

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### Special Education >>

Undergraduate students can earn a Bachelor of Science in Education with a major in Special Education. Graduate students can complete a Master of Science in Education in Mild Intervention or Intense Intervention, an advanced degree for students who already have licensure in special

education. The Master of Arts in Teaching (MAT) with a major in Special Education prepares individuals seeking an initial or first licensure in P-12 special education (mild intervention).

- Bachelor of Science in Education, Special Education
- Master of Science in Education, Mild Intervention
- Master of Science in Education, Intense Intervention
- Master of Arts in Teaching, Special Education in P-12 Special Education, Mild Intervention
- Graduate Certification in Intense Intervention

## Elementary Education

Pictured | **Julia Gressick, Ph.D.** | *University of Wisconsin Madison, 2012* | Assistant Department Chair; and Assistant Professor of Instructional Technology

**Kwadwo A. Okrah, Ph.D.** | *Ohio University, 1999* | Department Chair; and Professor of Secondary Education

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## Elementary Education

**Kwadwo A. Okrah, Ph.D.** | Department Chair  
**Julia Gressick, Ph.D.** | Assistant Department Chair  
 Education Advising Office | Education and Arts 2200 |  
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### About the Elementary Education Degree Program

Students can earn a Bachelor of Science in Education with a major in Elementary Education. The Elementary Education program provides coursework and field experiences to prepare future teachers to meet the needs of students in today's schools. Candidates who successfully complete the elementary program will be licensed to teach at the early childhood and middle childhood developmental levels, grades kindergarten through six.

The Master of Science in Education with a major in Unified Elementary and Secondary K-12 Program is a contemporary program with a strong focus on literacy and English language learners. This advanced degree is a cohort-based, 30 credit hour, hybrid program. The program is for individuals who are currently teaching and want to advance their professional knowledge and skills to meet the needs of students in today's classrooms.

Transition to Teaching is a cohort program for mid-career professionals who hold a bachelor's degree in a field other than education. Individuals complete the program in just 24 credit hours.

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### Undergraduate Degree Offered

- Bachelor of Science in Education (Elementary Education)

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### Graduate Degrees and Programs Offered

- Master of Science in Education (Unified Track | Elementary and Secondary with Reading and English Learners Focus)
- Transition to Teaching Licensure Program

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## BS in Education, Elementary

Pictured | **Loryn Gerencser** | *Elementary Education, Early Childhood* | South Bend, Indiana (hometown)

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### About the Bachelor of Education in Elementary Education

The IU South Bend School of Education offers a Bachelor of Science (BS) in Education with a major in Elementary Education. The Elementary Education program provides coursework and field experiences to prepare future teachers to meet the needs of students in today's schools. The program is designed to prepare teacher education candidates to teach children in kindergarten through six grade.

Elementary Education candidates are generalists. They take a variety of content courses, professional foundation

courses, and method courses to meet the content areas taught in the elementary schools.

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## Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

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## Degree Requirements (120 cr.)

### Degree Map >>

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

- IU South Bend Campuswide General Education Curriculum (54 cr.)
  - Professional Education Requirements (54 cr.)
  - Concentration Requirements (12 cr.)
- 
- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP). Prior to admission to a teacher preparation program in the state of Indiana, candidates are required to pass the Pearson Core Academic Skills Assessment (CASA) or provide documentation for passing approved alternative assessments. The CASA measures proficiency in basic academic skills and includes tests for reading, writing, and mathematics.
  - Students must successfully complete EDUC-F 201/202, EDUC-H 340, EDUC-K 205, EDUC-M 311, EDUC-P 250, EDUC-Q 200, EDUC-R 301, EDUC-W 200, and EDUC-W 310.
  - All Elementary Education majors must take the Pearson licensure tests in pedagogy and content prior to graduation.

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## Professional Education Requirements (54 cr.)

All courses are 3 cr., unless otherwise designated

- EDUC-E 325 Social Studies in the Elementary Schools
- EDUC-E 327 Social Studies Methods and the Family: Focus on Young Children
- EDUC-E 328 Science in the Elementary Schools
- EDUC-E 343 Mathematics in the Elementary Schools
- EDUC-E 370 Language Arts and Reading I
- EDUC-E 371 Language Arts and Reading II
- EDUC-E 372 Language Arts and Reading III
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School
- EDUC-M 101 Laboratory/Field Experience (2 cr.)
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 401 Laboratory/Field Experience (2 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 425 Student Teaching: Elementary (5 cr.)
- EDUC-M 425 Student Teaching: Elementary (5 cr.)
- EDUC-Q 200 Introduction to Scientific Inquiry

- HIST-H 105 American History I
- PSY-P 316 Psychology of Childhood and Adolescence

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### Concentration Requirements (12 cr.)

Elementary education candidates are expected to complete courses leading to a concentration. Currently, candidates can complete a concentration/minor in Early Childhood Education, History, Math Education, English, and Psychology.

Select one of the following concentrations:

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### Early Childhood (with Certification) (18 cr.) (6 cr. fulfilled by Professional Education Requirements)

- EDUC-E 317 Practicum in Early Childhood Education
- EDUC-E 327 Social Studies Methods and the Family: Focus on Young Children (fulfilled by Professional Education Requirements)
- EDUC-E 330 Infant Learning Environments AND EDUC-M 101 Laboratory/Field Experience (0 cr.)
- EDUC-E 333 Inquiry in Mathematics and Science
- EDUC-E 335 Introduction to Early Childhood Education
- EDUC-E 370 Language Arts and Reading I (fulfilled by Professional Education Requirements)

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### English (15 cr.) (3 cr. fulfilled by Professional Education Requirements)

- EDUC-E 449 Trade Books and the Teacher
- ENG-G 301 History of the English Language
- ENG-L 202 Literary Interpretation
- ENG-W 270 Argumentative Writing (fulfilled by General Education requirements)
- One additional English course at the 200- or 300-level except ENG-W 231, ENG-W 234, or ENG-W 323

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### English Language Learners (ENL with Certification) (27 cr.) (15 cr. fulfilled by Professional Education Requirements)

- EDUC-E 370 Language Arts and Reading I (fulfilled by Professional Education Requirements)
- EDUC-E 371 Language Arts and Reading II (fulfilled by Professional Education Requirements)
- EDUC-E 372 Language Arts and Reading III (fulfilled by Professional Education Requirements)
- EDUC-H 340 Education and American Culture (fulfilled by Professional Education Requirements)
- EDUC-L 436 Methods and Materials for Teaching English as a Second Language; AND EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-L 482 Student Teaching- English as a Second Language (5 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-X 470 Psycholinguistics for Teachers of Reading

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### History (21 cr.) (9 cr. fulfilled by Professional Education Requirements)

- HIST-H 101 The World in the Twentieth Century I
- HIST-H 105 American History I
- Three additional History courses in two different geographic regions at or above the 200-level

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### Mathematics (21 cr.) (9 cr. fulfilled by Professional Education Requirements)

- MATH-M 215 Calculus I
- MATH-N 390 The Natural World
- MATH-T 101 Mathematics for Elementary Teachers I (fulfilled by Professional Education Requirements)
- MATH-T 102 Mathematics for Elementary Teachers II (fulfilled by Professional Education Requirements)
- MATH-T 103 Mathematics for Elementary Teachers III (fulfilled by Professional Education Requirements)
- MATH-T 201 Problem Solving
- Elective (1 cr.)

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### Psychology (18 cr.) (6 cr. fulfilled by Professional Education Requirements)

- EDUC-P 250 General Educational Psychology (fulfilled by Professional Education Requirements)
- PSY-P 103 General Psychology
- PSY-P 205 Understanding Research in Psychology
- PSY-P 316 Psychology of Childhood and Adolescence (fulfilled by Professional Education Requirements)
- PSY-P 325 The Psychology of Learning

Select one of the following:

- PSY-P 326 Behavioral Neuroscience
- PSY-P 335 Cognitive Psychology

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### Special Education (28 cr.) (16 cr. fulfilled by Professional Education Requirements)

- EDUC-K 205 Introduction to Exceptional Children (fulfilled by Professional Education Requirements)
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School (fulfilled by Professional Education Requirements)
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities (fulfilled by Professional Education Requirements)
- EDUC-K 370 Introduction to Language and Learning Disorders
- EDUC-K 452 Classroom Management
- EDUC-K 480 Student Teaching in Special Education
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 425 Student Teaching: Elementary (7 cr.)

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Photo credit | **Teresa Sheppard**

## BS in Education, Elementary, General Education Requirements

Pictured | **John Ward** | *Elementary Education / Mathematics* | Logansport, Indiana (hometown)  
**Activities** | Pitcher, IU South Bend Baseball team

## Bachelor of Science in Education, Elementary Education

### General Education and Common Degree Requirements

#### Fundamental Literacies

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- Critical Thinking | ENG-W 270 Argumentative Writing
- Oral Communication
  - 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-M 311 Methodology for Kindergarten/Elementary Teachers
  - EDUC-R 301 Audiovisual-Production of Materials (0 cr.)
- Visual Literacy | EDUC-W 310 Integrating Technology K-12
- Quantitative Reasoning
- MATH-T 101 Mathematics for Elementary Teachers I
- MATH-T 102 Mathematics for Elementary Teachers II
- MATH-T 103 Mathematics for Elementary Teachers III
- Information Literacy | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- Computer Literacy | EDUC-W 200 Using Computers in Education

#### Common Core Courses

- The Natural World
- BIOL-N 190 The Natural World  
VT: Biology for Elementary Teachers
- GEOL-N 190 The Natural World  
VT: Earth/Space Science
- PHYS-T 105 Physical Science for Elementary Teachers
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology
- Literary and Intellectual Traditions | World Literary and Intellectual Traditions I
- Arts, Aesthetics, and Creativity | EDUC-A 190 Teaching About the Arts

#### Contemporary Social Values

- Non-Western Cultures | HIST-H 101 The World in the Twentieth Century I
- Health and Wellness | EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- Diversity in United States Society | EDUC-H 340 Education and American Culture

## M.S. in Education, Unified Track Elementary and Secondary with Reading and English Learners Focus Master of Science in Education

### Unified Track | Elementary Education and Secondary Education with Reading and English Learners Focus

#### About the Program

The Master's Degree in Education, Unified Track, is designed for working teachers who would like to improve professional practice. This program does not offer licensure, but was built to extend professional knowledge for teachers who are already licensed. Courses are offered in the evenings and online to accommodate professional educators. The classwork allows students to draw from their daily classroom experiences, providing tools and strategies to improve classroom instruction, and to address the needs of English Learners and support improved reading and literacy practices for all students. The 30-hour program format offers best practices academies on current topics in education through face-to-face sessions on campus during the two summer semesters, and online and hybrid courses during the school year.

#### Program Requirements (30 cr.)

##### Year 1 | Summer | Best Practices Academy (6 cr.)

- EDUC-F 500 Topical Exploration in Education  
VT: Curriculum Perspectives
- EDUC-F 500 Topical Exploration in Education  
VT: Critical Issues in Education

##### Year 1 | Fall | Online (3 cr.)

Select one of the following:

- EDUC-E 590 Independent Study or Research in Elementary Education
- EDUC-S 590 Independent Study or Research in Secondary Education

##### Year 1 | Spring | Online (3 cr.)

- EDUC-L 524 Language Issues in Multicultural Education

##### Year 2 | Summer | Best Practices Academy II (9 cr.)

- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 530 Topical Workshop in Reading  
VT: Disciplinary Literacy
- EDUC-L 530 Topical Workshop in Reading  
VT: Psycholinguistics of Reading

##### Year 2 | Fall | Online (3 cr.)

- EDUC-Y 510 Action Research I

##### Year 2 | Spring | 3 cr. online, 3 cr. hybrid (6 cr.)

- EDUC-C 511 Capstone Seminar (Online)
- EDUC-Y 511 Action Research II: Independent Study (Hybrid)

#### Elementary Education Transition to Teaching

Pictured | **Shannon Yoder** | *Elementary Education, Special Education* | Goshen, Indiana (hometown)

### Elementary Education Transition to Teaching Licensure Program

The Transition to Teaching Licensure 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 for either developmental level (secondary education or elementary education), all applicants must hold a bachelor's degree from an accredited institution of higher education, and take and pass the Pearson Core Academic Skills Assessment (CASA) for basic reading, writing, and mathematical skills, or produce passing scores from a different, state-approved, alternate assessment. Additional requirements for entry are listed for each licensure program below.

The program is offered when there are an adequate number of qualified cohort candidates who commit to participation.

### Elementary Education Transition to Teaching Licensure Program

The Elementary Education Transition to Teaching Program is approved by the Office of Educator Licensing and Development to recommend for licensure as an elementary generalist for the early childhood and middle childhood developmental levels.

The program is designed for individuals with a liberal arts and sciences degree with a broad course base that includes math, science, English, and social studies. Degrees in child development, social work, or other degrees in human development and human interaction fields are also appropriate.

Applicants 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
- 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 Pearson CASA Basic Skills test
- A bachelor's degree and proof of passing the state approved content area exam
- Remove any deficiencies as determined by prior assessment of learning experiences
- Interview with elementary education faculty and representatives

All candidates enrolled in the Elementary Transition-to-Teaching program will be required to provide passing scores from all sub-test of the Pearson Core Content Assessment for Elementary Generalists, as well as passing scores for the Pearson Assessment for Elementary Pedagogy in order to obtain their licenses. Candidates are encouraged to take the Core Content Assessments prior to or during student teaching.

### Essential Courses in Elementary Education Transition to Teaching

- EDUC-E 502 Elementary Reading and Language Arts Curriculum I#

- EDUC-E 544 Mathematic Methodology, Research, and Teaching in 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#
- EDUC-K 505 Introductory Special Education for Graduate Students#
- EDUC-M 500 Integrated Professional Seminar (1 cr.) (three semesters required)
- EDUC-M 550 Practicum

### Field Experiences

Although all courses in the program are offered either online or in the evening, program participants should be aware that field experience requirements during each of the semesters prior to student teaching will require candidates to spend one to two full days per week each week during the semester observing, teaching, and participating in local elementary schools during traditional school hours. Some field-based activities may also require participation in activities and events before or after the start of the school day.

### Student Teaching

During the final semester of the program, Elementary Education Transition-to-Teaching candidates will complete 16-weeks of full-time student teaching in two different 8-week placements at different developmental levels (Grades Kindergarten-2, and Grades 3-6). Student teaching emulates full-time teaching, and candidates are expected to maintain the same hours as classroom teachers, and to participate in a variety of different extra-curricular events to better understand the life of the school as a whole. Teacher candidates will need to apply for their student teaching experiences, submitting to the Director of Student Teaching and Clinical Practice a list of preferences for placement. While the Office of Student Teaching and Clinical Practice will try to accommodate placement requests by candidate, the Director will make the final determination. For more information, please contact the Director of Student Teaching and Clinical Practice.

Photo credit | **Teresa Sheppard**

## Secondary Education

Pictured | **Julia Gressick, Ph.D.** | *University of Wisconsin Madison, 2012* | Assistant Department Chair; and Assistant Professor of Instructional Technology  
**Kwadwo A. Okrah, Ph.D.** | *Ohio University, 1999* | Department Chair; and Professor of Secondary Education

## Secondary Education

**Kwadwo A. Okrah, Ph.D.** | Department Chair  
**Julia Gressick, Ph.D.** | Assistant Department Chair  
 Education Advising Office | Education and Arts 2200 | (574) 520-4132 | [education.iusb.edu](http://education.iusb.edu)

The Masters of Science in Education Unified Elementary and Secondary K-12 Program is a contemporary program with a strong focus on literacy and English language learners. This advanced degree is a cohort-based, 30 credit hour, hybrid program. In each of two summers, graduate students will meet on campus to explore topics in education in a seminar of readings and discussions on based on “Best Practices” in the classroom. During the fall and spring semesters, students will take online or hybrid courses. The program is for individuals who are currently teaching and want to advance their professional knowledge and skills to meet the needs of today’s classrooms.

Candidates at both the undergraduate and graduate level may seek licensure in the following content areas: Chemistry, Earth and Space Science, English/Language Arts, Life Science (Biology), Mathematics, Physical Science, Physics, Social Studies (including Historical Perspectives, Sociology, Geography, Economics, Government/Citizenship, and/or Psychology), and World Languages (French, German, and Spanish).

## Undergraduate Degree Offered

- Bachelor of Science in Education (Secondary)
  - Chemistry
  - Earth and Space Science
  - English/Language Arts
  - Life Science (Biology)
  - Mathematics
  - Physical Science
  - Physics
  - Social Studies (including Historical Perspectives, Sociology, Geography, Economics, Government/Citizenship, and/or Psychology)
  - World Languages
    - French
    - German
    - Spanish

## Minor Offered

- Minor in Foundations of Education

## Graduate Degrees and Programs Offered

- Master of Science in Education (Unified Track | Elementary and Secondary/Reading and English Learners Focus)
- Transition to Teaching Licensure Program

## BS Secondary Education

Pictured | **David Myers** | *Secondary Education / Minor in Creative Writing* | South Bend Indiana (hometown)

## Bachelor of Science 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.

Education majors must regularly discuss program plans, options, and scheduling with Education Advisors to ensure successful progress toward program completion.

## Specialization Areas

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)
  - Chemistry
  - Earth-Space Science
  - Life Science/Biology
  - Physical Science
  - Physics
- Social Studies (candidate selects three areas from the following six options)
  - Economics
  - Geographical Perspectives
  - Government and Citizenship
  - Historical Perspectives
  - Psychology
  - Sociology
- World Languages
  - French
  - German
  - Spanish

Candidates may choose to add the following content area:

- Special Education—Mild Intervention

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 total of 120 credit hours for the Bachelor of Science (B.S.) 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.

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 chair.

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### Degree Requirements General Education

General education courses and other experiences lay the foundation for IU South Bend's Teacher Education programs. 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.

Candidates are encouraged to complete a program of general education by enrolling in courses designated for education majors whenever they are available. 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.

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### 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 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.

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### 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. Teacher candidates student teach for up to 16 weeks, depending on their majors. Typically teacher candidates submit application forms for student teaching to the Office of Student Teaching and Clinical Practice about one academic year prior to the beginning of the student teaching semester. Teacher Candidates should look for notifications of student teaching application meetings, and plan to attend approximately two semesters prior to the student teaching semester. The Director of Student Teaching and Clinical Practice makes student teaching placements.

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### Pearson CASA Core Content Exams

Prior to admission to a teacher preparation program in the state of Indiana, candidates are required to pass the Pearson Core Academic Skills Assessment (CASA) or provide documentation for passing approved alternative assessments. The CASA measures proficiency in basic academic skills and includes tests for reading, writing, and mathematics.

Photo credit | **Teresa Sheppard**

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### Secondary Education General Education Requirements

Pictured | **Elizabeth Hambruch** | *Secondary Education, English/Language Arts* | South Bend, Indiana (hometown)  
**Volunteer and Club Affiliations** | Teacher's Assistant; Undergraduate research on Empathy for a Peaceable Project; Food Bank of Northern Indiana; St. Mark Missionary Church

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### Secondary Education

#### General Education Requirements

#### Fundamental Literacies

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- Critical Thinking | ENG-W 270 Argumentative Writing
- Oral Communication | See Degree Requirements
- Visual Literacy | EDUC-W 310 Integrating Technology K-12
- Information Literacy
- Quantitative Reasoning | See Degree Requirements
- Computer Literacy | EDUC-W 200 Using Computers in Education

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#### Common Core Courses

- Art, Aesthetics, and Creativity
- Literary and Intellectual Traditions
- The Natural World | See Degree Requirements
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology

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#### Contemporary Social Values

- Diversity in United States Society | EDUC-E 201 Multicultural Education and Global Awareness
- Health and Wellness
- Non-Western Cultures | EDUC-H 340 Education in American Culture

Photo credit | **Teresa Sheppard**

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### BS in Education, Secondary Education (Chemistry)

Pictured | **Triston Bell** | *Secondary Education* | Goshen, Indiana (hometown)

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#### About the Bachelor of Science in Education, Secondary Education (Chemistry)

The Bachelor of Science in Education with a major in Chemistry Education prepares secondary education graduates to teach Chemistry for grades 5-12. The 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. A license in this area requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 120 credit hours for the Bachelor of Science degree.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

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#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of

Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map >>

Students receiving the Bachelor of Science in Education, Secondary Education (English Language) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (44 cr.) to include
- Oral Communication Requirements
  - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.) AND EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.) AND EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement | MATH-M 215 Calculus I (5 cr.)
- The Natural World Requirement
  - CHEM-N 190 The Natural World VT: Chemistry and Our Environment
- Major Concentration Requirements (76 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310 and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.

### Major Requirements (76 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BIOL-L 102 Introduction to Biological Sciences II (5 cr.)
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures
- CHEM-C 342 Organic Chemistry Lectures 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 361 Physica Chemistry of Bulk Matter
- CHEM-C 430 Inorganic Chemistry
- CHEM-C 484 Biomolecules and Catabolism
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)

- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- MATH-M 216 Calculus II (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary Education (Earth and Space)

Pictured | **Zachary Clayton Snider** | *Secondary Education, Social Studies* | Nappanee, Indiana (hometown)

**Volunteer activities and club affiliations** | History Club, Honors Program, Titans Feeding Titans; Titus the Titan (mascot)

### About the Bachelor of Science in Education, Secondary Education (Earth and Space Science)

The Bachelor of Science in Education with a major in Secondary Education Earth and Space Science prepares secondary education graduates to teach a broad range of earth and space sciences for grades 5-12. Each candidate's degree program is aligned with the developmental and pedagogical standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all [name of college/school] students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map >>

Students receiving the Bachelor of Science in Education, Secondary Education (Earth and Space Science) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (44 cr.) to include
  - Oral Communication Requirements
    - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.) AND EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.) AND

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers

- Quantitative Reasoning Requirement | MATH-M 115 Precalculus and Trigonometry (5 cr.)
  - The Natural World Requirement | AST-N 190 The Natural World  
VT: Stars and Galaxies
  - Major Concentration Requirements (75 cr.)
  - Electives (1 cr.)
- 
- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
  - Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310 and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
  - All secondary education programs require passing the Pearson Content test prior to student teaching.

### Major Requirements (75 cr.)

All courses are 3 credit hours, unless otherwise designated.

- AST-N 190 The Natural World  
VT: Worlds Outside Our Own
- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.) OR
- CHEM-C 106 Principles of Chemistry II AND CHEM-C 126 Experimental Chemistry II (2 cr.)
- BIOL-L 304 Marine Biology
- BIOL-N 390 The Natural World  
VT: Environmental Biology
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)

### Electives (1 cr.)

- The Earth and Space Science major requires 1 elective credit. Please consult with your advisor.

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary (English Language)

Pictured | **Stephen Holmes** | *Secondary Education, English/Language Arts / Minors in Political Science and Spanish* | South Bend, Indiana (hometown)

**Club affiliations** | Senator, Student Government Association; President, Education Student Association; Political Science Club; Honors Program; National Education Association; Pi Lambda Theta, Pi Sigma Alpha

### About the Bachelor of Science in Education, Secondary Education (English Language)

The Bachelor of Science in Education with a major in English/Language Arts prepares secondary education graduates to teach English for grades 5-12. The 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. A license in this area requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 120 credit hours for the Bachelor of Science degree.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Education, Secondary Education (English Language) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.)
- Major Concentration Requirements (62 cr.)
- American/British Literature Requirement (9 cr.)
- Electives (7 cr.)

- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.
- Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310 and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- Students must complete the requirements of Checkpoint 1 prior to acceptance into the Teacher Education Program.

**Major Requirements (62 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 412 Teaching of Writing in Middle and Secondary Schools
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 452 Methods of Teaching English in Senior High School, Junior High School, and Middle School
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-S 460 Books for Reading Instruction, 5-12
- EDUC-X 470 Psycholinguistics for Teachers of Reading
- ENG-E 304 Literatures in English 1900-Present
- ENG-G 301 History of the English Language
- ENG-L 202 Literary Interpretation
- ENG-L 207 Women and Literature; OR  
ENG-W 315 Writing for the Web
- ENG-L 315 Major Plays of Shakespeare
- ENG-L 379 American Ethnic and Minority Literature; OR  
ENG-W 367 Writing for Multiple Media
- ENG-L 382 Fiction of Non-Western World
- ENG-W 203 Creative Writing

**American/British Literature Requirement (9 cr.)**

The selection of American and British literature courses must cover different eras. English Education majors should discuss course selection to meet this requirement with an Education Advisor.

**Option 1: Early British Literature**

Select one course from the following:

- ENG-E 301 Literatures in English to 1600
- ENG-E 304 Literatures in English 1900-Present
- ENG-L 220 Introduction to Shakespeare
- ENG-L 306 Middle English Literature

**Option 2: Literatures in English**

Select one course from the following:

- ENG-E 303 Literatures in English 1800-1900
- ENG-L 329 Romantic Literature
- ENG-L 335 Victorian Literature
- ENG-L 348 Nineteenth Century British Fiction

**Option 3: Early American Literature**

Select one course from 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 355 American Fiction to 1900

**Electives (7 cr.)**

- The English/Language Arts major requires 8 elective credits to meet the General Education requirements.

Photo credit | **Teresa Sheppard**

**BS in Education, Secondary Education (French)**

Pictured | **Zachary D. Sajdera** | *Secondary Education, Social Studies / Minor in History* | Westville, Indiana (hometown)

**About the Bachelor of Science in Education, Secondary Education (World Languages, French)**

The Bachelor of Science in Education with a major in French Education prepares secondary education graduates to teach French for grades 5-12. The 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. A license in this area requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 120 credit hours for the Bachelor of Science degree.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

**Academic Advising**

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

**Degree Requirements****Degree Map >>**

Students receiving the Bachelor of Science in Education, Secondary Education (French) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.) to include
- Oral Communication Requirements
- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
- EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement
- MATH-M 111 Mathematics in the World; OR  
MATH-M 118 Finite Mathematics
- Major Concentration Requirements (65 cr.)
- Electives (13 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 100, EDUC-P 250, EDUC-Q 200, EDUC-W 200, and pass

the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.

- Students must complete the requirements of Checkpoint 1 prior to acceptance into the Teacher Education Program.

### Major Requirements (65 cr.)

All courses are 3 credit hours, unless otherwise designated.

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 445 Methods of Teaching Foreign Language
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-X 470 Psycholinguistics for Teachers of Reading;  
OR ENG-G 301 History of the English Language
- FREN-F 203 Second-Year French I
- FREN-F 204 Second-Year French II
- FREN-F 305 Chefs D'Oeuvre de la Literature French I
- FREN-F 306 Chefs D'Oeuvre de la Literature French 2
- FREN-F 313 Advanced Grammar and Composition 1
- FREN-F 363 Introduction a la France Moderne
- FREN-F 480 French Conversation
- One 3 credit course at the 300-level
- Three 3 credit courses at the 400-level (9 cr.)

### Electives (13 cr.)

- The Secondary Education French major requires 13 elective credits. Please see your advisor regarding approved electives.

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary Education (German)

Pictured | **Serena Jolene Anderson** | *Secondary Education, English* | Rochester, Indiana (hometown)

### About the Bachelor of Science in Education, Secondary Education (World Languages, German)

The Bachelor of Science in Education with a major in German Education prepares secondary education graduates to teach German for grades 5-12. The 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. A license in this area requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 120 credit hours for the Bachelor of Science degree.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

Students receiving the Bachelor of Science in Education, Secondary Education (German) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.) to include
- Oral Communication Requirements
- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
- EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement
- MATH-M 111 Mathematics in the World; OR MATH-M 118 Finite Mathematics
- Major Concentration Requirements (65 cr.)
- Electives (13 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 100, EDUC-P 250, EDUC-Q 200, and EDUC-W 200; and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.

### Major Requirements (65 cr.)

All courses are 3 credit hours, unless otherwise designated.

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 445 Methods of Teaching Foreign Language
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools

- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-X 470 Psycholinguistics for Teachers of Reading;  
OR ENG-G 205 Introduction to the English Language
- 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 of the following courses must be in literature
- Three additional 3 credit German courses at the 400-level

#### Electives (13 cr.)

- The Secondary Education German major requires 13 elective credits. Please see your advisor regarding approved electives.

Photo credit | **Teresa Sheppard**

#### BS in Education, Secondary Education (Life Sciences)

Pictured | **Carter Screeton** | *Secondary Education, Social Studies* | Rochester, Indiana (hometown)

#### About the Bachelor of Science in Education, Secondary Education (Life Sciences)

The Bachelor of Science in Education with a major in Secondary Education Life Sciences prepares individuals to teach a broad range of Life Sciences/Biology for grades 5-12. The program is aligned with the developmental and pedagogical standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

#### Degree Requirements

[Degree Map >>](#)

Students receiving the Bachelor of Science in Education, Secondary Education (English Language) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.) to include

- Oral Communication Requirements
  - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.) AND  
EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.) AND  
EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement | MATH-M 119 Brief Survey of Calculus 1
- The Natural World Requirements (select one of the following:)
  - AST-N 190 The Natural World
  - AST-N 390 The Natural World
  - GEOL-N 190 The Natural World
  - GEOL-N 390 The Natural World
- Major Requirements (79-80 cr.)
- Electives (1-2 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310 and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.

#### Major Requirements (79-80 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 304 Marine Biology OR  
BIOL-L 473 Ecology
- BIOL-L 308 Organismal Physiology (5 cr.)
- BIOL-L 311 Genetics
- BIOL-L 318 Evolution
- 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 1 Lectures
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools

- EDUC-P 475 Adolescent Development and Classroom Management
- PHYS-P 201 General Physics 1 (5 cr.)
- Any Biology Lab course above the 200-level (2-3 cr.)

### Electives (1-2 cr.)

- The Secondary Life Science Education major requires 1-2 elective credits to meet the General Education requirements. Please see advisor.

Photo credit | **Teresa Shepapr**

### BS in Education, Secondary Education (Mathematics)

Pictured | **Carissa White** | *Secondary Education, Social Studies* | Kankakee, Illinois (hometown)

### About the Bachelor of Science in Education, Secondary Education (Mathematics)

The Bachelor of Science in Education in Secondary Education Mathematics prepares graduates to teach a broad range of mathematics in grades 5-12. The program is aligned with the developmental and pedagogical standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Education, Secondary Education (Mathematics) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (44 cr.) to include
  - Oral Communication Requirements
  - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
  - EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
  - EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
  - Quantitative Reasoning Requirement | MATH-M 215 Calculus I (5 cr.)
  - Major Requirements (69 cr.)
  - Electives (7 cr.)
- 
- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).

- Students must successfully complete EDUC-P 250, EDUC-Q 200, EDUC-W 200, and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- Students must complete the requirements of Checkpoint 1 prior to acceptance into the Teacher Education Program.

### Major Requirements (69 cr.)

All courses are 3 credit hours, unless otherwise designated.

- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 260 Combinatorial Counting and Probability
- MATH-M 261 Statistical Inferences (2 cr.)
- MATH-M 301 Linear Algebra and Applications
- MATH-M 311 Calculus 3 (5 cr.)
- MATH-M 391 Introduction to Mathematical Reasoning
- MATH-M 403 Introduction to Modern Algebra I
- MATH-M 447 Mathematical Models/Applications 1
- MATH-N 390 The Natural World
- VT: Mathematics as a Human Activity
- MATH-T 336 Topics in Euclidean Geometry
- MATH-T 436 Secondary Mathematics for Teachers

### Electives (7 cr.)

The Secondary Education Mathematics major requires 7 elective credits. Please see your advisor regarding approved electives.

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary Education (Physical Science)

Pictured | **Sabrina Roney** | *Secondary Education, Language Arts* | Middlebury, Indiana (hometown)

### About the Bachelor of Science in Education, Secondary Education (Physical Science)

The Bachelor of Science in Education in Secondary Education Physical Science prepares graduates to teach physical science in grades 5-12. The program is aligned with the developmental and pedagogical standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map >>

Students receiving the Bachelor of Science in Education, Secondary Education (English Language) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (44 cr.) to include
  - Oral Communication Requirements
  - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
  - EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
  - EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
  - Quantitative Reasoning Requirement | MATH-M 215 Calculus I (5 cr.)
  - The Natural World Requirement | CHEM-N 190 The Natural World
  - Major Concentration Requirements (76 cr.)
- 
- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
  - Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310; and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
  - All secondary education programs require passing the Pearson Content test prior to student teaching.
  - All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.
  - It is strongly suggested that students also take BIOL L102 Introduction to Biological Science II to prepare for teaching at the middle school/junior high level.

### Major Requirements (76 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)

- CHEM-C 430 Inorganic Chemistry
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 301 Linear Algebra and Applications; OR MATH-M 343 Introduction to Differential Equations with Applications I; OR MATH-M 463 Introduction to Probability I
- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 323 Physics 3
- PHYS-P 324 Physics 4

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary Education (Physics)

Pictured | **Zachary D. Sajdera** | *Secondary Education, Social Studies / Minor in History* | Westville, Indiana (hometown)

### About the Bachelor of Science in Education, Secondary Education (Physics)

The Bachelor of Science in Education in Secondary Education Physics prepares graduates to teach physics in grades 5-12. The program is aligned with the developmental and pedagogical standards for both the middle school/junior high and high school levels as defined by the Indiana Department of Education.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map >>

Students receiving the Bachelor of Science in Education, Secondary Education (Physics) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (44 cr.) to include:
- Oral Communication Requirements

- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
- EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement | MATH-M 215 Calculus I (5 cr.)
- The Natural World Requirement | GEOL-N 190 The Natural World VT: Earth and Space
- Major Concentration Requirements (75 cr.)
- Electives (1 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310; and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.
- It is strongly suggested that students take BIOL-L 102 Introduction to Biological Sciences to prepare for teaching at the middle school/junior high level.

### Major Requirements (75 cr.)

All courses are 3 credit hours, unless otherwise designated.

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 446 Methods of Teaching Senior/Junior High/Middle School Science
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 343 Introduction to Differential Equations with Applications I
- 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-P 331 Theory of Electricity and Magnetism I

- PHYS-P 340 Thermodynamic and Statistical Mechanics
- PHYS-P 441 Analytical Mechanics 1

### Electives (1 cr.)

- The Secondary Education Physics major requires 1 elective credits. Please see your advisor regarding approved electives.

Photo credit | **Teresa Sheppard**

### BS in Education, Secondary Education (Social Studies)

Pictured | **Matthew Rollins** | *Secondary Education, Social Studies* | South Bend, Indiana (hometown)

**Club affiliations** | Student Veteran Organization, National Veteran Honor Society

### About the Bachelor of Science in Education, Secondary Education (Social Studies)

The Bachelor of Science in Education with a major in Social Studies prepares secondary education graduates to teach various areas of social studies and history for grades 5-12. The 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.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all [name of college/school] students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements

#### Degree Map>>

Students receiving the Bachelor of Science in Education, Secondary Education (Social Studies) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.) to include:
  - Oral Communication Requirements
  - EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
  - EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
  - EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement
- MATH-M 111 Mathematics in the World; OR MATH-M 118 Finite Mathematics
- Major Requirements (59 cr.)
- Concentration Requirements (12 cr.)
- Electives (7 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-F 201/ EDUC-F 202, EDUC-H 340, EDUC-M 314, EDUC-P 250, EDUC-W 200, and EDUC-W 310 and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.

### Major Requirements (59 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ECON-E 104 Introduction to Macroeconomics; OR GEOG-G 110 Introduction to Human Geography
- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)
- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 441 Methods of Teaching Senior/Junior High/Middle School Social Studies
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- HIST-A 363 Hoosier Nation: Indiana in American 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 I
- HIST-H 114 History of Western Civilization II
- Asian/African History (200-level and above)
- European or United States History (300-400 level)
- Latin American, Russian, or Middle Eastern History (200-level and above)

### Concentration Requirements (12 cr.)

Select one of the following concentrations or licensure:

#### Concentration in Economics

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics

#### Select two of the following:

- ECON-E 304 Survey of Labor Economics
- ECON-E 305 Money and Banking
- ECON-E 308 Survey of Public Finance
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

#### Concentration in Sociology

- 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 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Gender Roles
- SOC-S 348 Introduction to Sociological Theory
- SOC-S 349 Topics in Contemporary Sociological Theory

#### Concentration in Government/Citizenship

- POLS-Y 103 Introduction to American Politics (already taken as a major requirement)
- POLS-Y 107 Introduction to Comparative Politics
- POLS-Y 109 Introduction to International Relations
- One 300+ level course

#### Concentration in Psychology

##### Select one of the following:

- PSY-P 103 General Psychology
- PSY-P 335 Cognitive Psychology

##### Select one of the following:

- PSY-P 316 Psychology of Childhood and Adolescence
- PSY-P 320 Social Psychology
- PSY-P 390 Special Topics in Psychology
- PSY-P 434 Community Psychology
- PSY-P 460 The Psychology of Women

##### Select one of the following:

- PYS-P 319 The Psychology of Personality
- PSY-P 324 Abnormal Psychology

#### Licensure in Geography

- GEOG-G 110 Introduction to Human Geography
- GEOG-G 201 World Regional Geography
- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 313 Place and Politics

#### Electives (7 cr.)

- The Secondary Education Social Studies major requires 7 elective credits. Please see your advisor regarding approved electives.

Photo credit | **Teresa Sheppard**

#### BS in Education, Secondary Education (Spanish)

Pictured | **Stephen Holmes** | *Secondary Education, English/Language Arts / Minors in Political Science and Spanish* | South Bend, Indiana (hometown)

**Club affiliations** | Senator, Student Government Association; President, Education Student Association; Political Science Club; Honors Program; National Education Association; Pi Lambda Theta, Pi Sigma Alpha

#### About the Bachelor of Science in Education, Secondary Education (World Languages, Spanish)

The Bachelor of Science in Education with a major in Spanish Education prepares secondary education graduates to teach Spanish for grades 5-12. The 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. A license

in this area requires the completion of specified general-education courses, professional education courses, and content area courses for a minimum total of 120 credit hours for the Bachelor of Science degree.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Education, Secondary Education (Spanish) must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (42 cr.) to include
- Oral Communication Requirements
- EDUC-F 201 Exploring the Personal Demands of Teaching: Laboratory Experience (2 cr.); AND
- EDUC-F 202 Exploring the Personal Demands of Teaching: Field Experience (1 cr.); AND
- EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers
- Quantitative Reasoning Requirement
- MATH-M 111 Mathematics in the World; OR MATH-M 118 Finite Mathematics
- Major Concentration Requirements (68 cr.)
- Electives (10 cr.)

- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
- Students must successfully complete EDUC-P 250, EDUC-Q 200, and EDUC-W 200; and pass the CASA Basic Skills Examination to be eligible to enroll in Foundations II courses.
- All secondary education programs require passing the Pearson Content test prior to student teaching.
- All secondary education majors must also pass the Pearson Secondary Pedagogy Test prior to graduation.
- Spanish education majors should also note that, as of January 2015 all majors are required to register for SPAN S-317, which includes four weeks of study at the Instituto Cultural Oaxaca in Mexico during one summer session.

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### Major Requirements (68 cr.)

All courses are 3 credit hours, unless otherwise designated.

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-M 301 Laboratory/Field Experience (1 cr.)

- EDUC-M 401 Laboratory/Field Experience (1 cr.)
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 445 Methods of Teaching Foreign Language
- EDUC-M 464 Methods of Teaching Reading
- EDUC-M 480 Student Teaching in the Secondary School (10 cr.)
- EDUC-P 407 Psychological Measurement in the Schools
- EDUC-P 475 Adolescent Development and Classroom Management
- EDUC-X 470 Psycholinguistics for Teachers of Reading;  
OR ENG-G 301 History of the English Language
- SPAN-S 203 Second Year Spanish 1
- SPAN-S 204 Second Year Spanish 2
- SPAN-S 275 Hispanic Culture and Conversation
- SPAN-S 302 The Hispanic World 2
- SPAN-S 363 Introduction to Hispanic Culture
- SPAN-S 305 Masterpieces of Spanish Literature 1; OR  
SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 313 Writing Spanish 1
- SPAN-S 314 Writing Spanish 2
- SPAN-S 317 Spanish Conversation and Diction Class
- Three additional 3-credit Spanish courses at the 400-level

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### Electives (10 cr.)

- The Secondary Education Spanish major requires 10 elective credits. Please see your advisor regarding approved electives.

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### M.S. in Education, Unified Track Elementary and Secondary with Reading and English Learners Focus Master of Science in Education

#### Unified Track | Elementary Education and Secondary Education with Reading and English Learners Focus

#### About the Program

The Master's Degree in Education, Unified Track, is designed for working teachers who would like to improve professional practice. This program does not offer licensure, but was built to extend professional knowledge for teachers who are already licensed. Courses are offered in the evenings and online to accommodate professional educators. The classwork allows students to draw from their daily classroom experiences, providing tools and strategies to improve classroom instruction, and to address the needs of English Learners and support improved reading and literacy practices for all students. The 30-hour program format offers best practices academies on current topics in education through face-to-face sessions on campus during the two summer semesters, and online and hybrid courses during the school year.

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#### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

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### Program Requirements (30 cr.)

#### Year 1 | Summer | Best Practices Academy (6 cr.)

- EDUC-F 500 Topical Exploration in Education VT: Curriculum Perspectives
- EDUC-F 500 Topical Exploration in Education VT: Critical Issues in Education

#### Year 1 | Fall | Online (3 cr.)

Select one of the following:

- EDUC-E 590 Independent Study or Research in Elementary Education
- EDUC-S 590 Independent Study or Research in Secondary Education

#### Year 1 | Spring | Online (3 cr.)

- EDUC-L 524 Language Issues in Multicultural Education

#### Year 2 | Summer | Best Practices Academy II (9 cr.)

- EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom
- EDUC-X 530 Topical Workshop in Reading VT: Disciplinary Literacy
- EDUC-L 530 Topical Workshop in Reading VT: Psycholinguistics of Reading

#### Year 2 | Fall | Online (3 cr.)

- EDUC-Y 510 Action Research I

#### Year 2 | Spring | 3 cr. online, 3 cr. hybrid (6 cr.)

- EDUC-C 511 Capstone Seminar (Online)
- EDUC-Y 511 Action Research II: Independent Study (Hybrid)

### Secondary Education Transition to Teaching

Pictured | **Rebekah Jane Zimmerman Baldwin** | *Elementary Education, Special Education* | Etna Green, Indiana (hometown)

### Secondary Education Transition to Teaching Licensure Program

The Transition to Teaching (T2T) Licensure 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 for either developmental level (secondary education or elementary education), all applicants must hold a bachelor's degree from an accredited institution of higher education, and take and pass the Pearson Core Academic Skills Assessment (CASA) for basic reading, writing, and mathematical skills, or produce passing scores from a different, state-approved, alternate assessment. Additional requirements for entry are listed for each licensure program below.

The program is offered when there are an adequate number of qualified cohort candidates who commit to participation.

### Secondary Education Transition to Teaching

The Secondary Education Transition to Teaching Program is approved by the Office of Educator Licensing and Development to recommend for licensure in the following content areas: mathematics; English; world languages (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 program licenses for grades 5-12.

Originally designed for adults interested in mid-career changes, all of the courses in the program are offered online or in the evening. Applicants should be aware, however, that field observation and student teaching requirements do require a commitment to being in secondary classrooms for specified amounts of time during the regular school day.

As the courses in the Secondary Transition-to-Teaching program focus on pedagogy and related curricular issues, and content instruction is not part of the program, all candidates must demonstrate acceptable levels of content knowledge prior to entering. Candidates may do this in one of the following ways:

- Holding a bachelor's degree in the subject the candidate wants to teach with a grade point average of at least 3.0 in the major and overall
- Holding a bachelor's degree with a grade point average of at least 2.50, both in the major and overall, and five (5) years of professional experience, or
- Holding a bachelor's degree from an accredited postsecondary educational institution, and proof of passing state-approved content area examination(s) in the subject area
- All candidates enrolled in the Secondary Transition-to-Teaching program will be required to provide passing scores from the Pearson content area assessments related to their licensure areas prior to student teaching, as this is a licensure requirement in the State of Indiana. As a result, all candidates entering the Secondary Education Transition to Teaching program are strongly encouraged to take the assessments prior to entering the program, even if they are eligible for entry based on major, GPA, and/or work experience.

### Essential Courses in Secondary Education 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

#### Select one of the following:

Candidates in the program will also need to select one of the following advanced methods courses based on their

designated area for licensure. It is important to note that a 30-hour field experience accompanies this set of course. Candidates will be assigned to a specific classroom in an area secondary school, and they will observe, design and implement lessons, and participate in the classroom activities during the regular school day for a few hours each week over the course of the semester. Specific days and times for field observations will be determined between the teacher candidate and the cooperating classroom teacher; however, candidates must plan to be available during the school day on the days when they have scheduled observations.

- EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies
- EDUC-M 445 Methods of Teaching Senior High/Junior High/Middle School Foreign Languages
- EDUC-M 446 Methods of Teaching Senior High/Junior/Middle School Science
- EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English Language Arts
- EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics

### Student Teaching

During the final semester of the program, Secondary Education Transition-to-Teaching candidates will complete 11-weeks of full-time student teaching in their designated content areas, in a secondary classroom. Student teaching emulates full-time teaching, and candidates are expected to maintain the same hours as classroom teachers, and to participate in a variety of different extra-curricular events to better understand the life of the school as a whole. Teacher candidates will need to apply for their student teaching experiences, submitting to the Director of Student Teaching and Clinical Practice a list of preferences for placement. While the Office of Student Teaching and Clinical Practice will try to accommodate placement requests by candidate, the Director will make the final determination. For more information, please contact the Director of Student Teaching and Clinical Practice.

Photo credit | **Teresa Sheppard**

### Minor

Pictured | **Serena Jolene Anderson** | *Secondary Education, English* | Rochester, Indiana (hometown)

### Minor in Foundations of Education

The Minor in Foundations of Education an 18 credit hour program designed for individuals who are interested in careers related to education, but not requiring state licensure, or for individuals who find the minor more compelling than other minors offered across the campus. Additionally, education majors who decide to transfer to another degree program could undertake the coursework to complete a minor to satisfy graduation requirements.

Students wishing to complete the minor must complete the Declaration of Minor form with the Office of Education Advising. School of Education majors may not use the Minor in Foundations of Education to fulfill the requirement for a concentration.

For course enrollment and advising assistance, contact the Education Advising Office, Education and Arts 2200 or phone (574) 520-4845.

### Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated

- 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.)<sup>2</sup>
- EDUC-H 340 Education and American Culture<sup>3</sup>
- EDUC-P 250 General Educational Psychology
- EDUC-W 200 Using Computers in Education<sup>1</sup>
- EDUC-W 310 Integrating Technology K-12<sup>3 4</sup>

### Select one of the following:

- EDUC-M 311 Methodology for Kindergarten/Elementary Teachers<sup>3</sup>
- EDUC-M 314 General Methods for Senior High-Junior High/Middle School Teachers<sup>3</sup>

<sup>1</sup> It is recommended that students have access to an Apple laptop computer.

<sup>2</sup> Includes a required 30-hour field experience in a local school setting of a diverse nature. Students are placed for the field experience; they do not secure their own placements.

<sup>3</sup> EDUC-W 200 Using Computers in Education and EDUC-P 250 General Educational Psychology are prerequisites for this course.

<sup>4</sup> Taken concurrently with either EDUC-M 311 Methodology for Kindergarten/Elementary Teachers or EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers.

<sup>5</sup> Taken concurrently with EDUC-W 310 Integrating Technology K-12.

Photo credit | **Teresa Sheppard**

### Special Education

Pictured | **Julia Gressick, Ph.D.** | *University of Wisconsin Madison, 2012* | Assistant Department Chair; and Assistant Professor of Instructional Technology  
**Kwadwo A. Okrah, Ph.D.** | *Ohio University, 1999* | Department Chair; and Professor of Secondary Education

### Special Education

**Kwadwo A. Okrah, Ph.D.** | Department Chair  
**Julia Gressick, Ph.D.** | Assistant Department Chair  
 Education Advising Office | Education and Arts 2200 |  
 (574) 520-4132 | [education.iusb.edu](http://education.iusb.edu)

### Special Education

The special education program at Indiana University South Bend prepares individuals to teach students with disabilities in the P-12 setting. The undergraduate and graduate programs emphasize the knowledge, dispositions, and skills required of special education teachers. These programs incorporate the performance standards of the Council for Exceptional Children (CEC), the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and Indiana's developmental standards. The special education programs are performance-based, and students' progress in acquiring knowledge, demonstrating skills, and exhibiting appropriate dispositions are assessed throughout their teacher education programs.

### Undergraduate Degree Offered

- Bachelor of Science in Education, Special Education

### Graduate Degrees and Program Offered

- Master of Science in Education (Mild Intervention)
- Master of Science in Education (Intense Intervention)
- Master of Arts in Teaching Special Education

### Certification Offered

- Graduate Certification in Intense Intervention

### BS In Education, Special Education

Pictured | **Alyssa Kurtz** | *Special Education / Minor in History* | Mishawaka, Indiana (hometown)

### About the Bachelor of Education in Special Education

The IU South Bend School of Education offers a P-12 Bachelor of Science (BS) in Education with a major in Special Education in Mild Intervention. 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).

This degree is designed to prepare individuals seeking initial licensure in mild intervention and for careers teaching children with disabilities in P-12. The professional education sequence of educational programs include coursework in professional education and pedagogy, which includes a curriculum based on practice experience, and a curriculum based on scientifically-based reading

instruction, differentiation of instruction and teaching methods, cultural competency, instructional technology, classroom and behavioral management, curriculum development, and the psychology of child development.

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 concentration in mild intervention.

Programs are aligned to standards for the related Special Professional Associations (SPAs).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all School of Education students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### Degree Map >>

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

- IU South Bend Campuswide General Education Curriculum (39 cr.)
  - Major Requirements (66 cr.)
  - Concentration Requirements (15 cr.)
- 
- An overall GPA of 2.75 is required for admission into the Teacher Education Program (TEP).
  - Prior to admission to a teacher preparation program in the state of Indiana, candidates are required to pass the Pearson Core Academic Skills Assessment (CASA) or provide documentation for passing approved alternative assessments. The CASA measures proficiency in basic academic skills and includes tests for reading, writing, and mathematics.
  - Students must successfully complete EDUC-F 100, EDUC-F 201/202, EDUC-H 340, EDUC-K 205, EDUC-K 300, EDUC-M 310, EDUC-P 250, EDUC-Q 200, EDUC-W 200, and EDUC-W 310.
  - All P-12 Special Education Majors must take the Pearson licensure tests in pedagogy and content prior to graduation.

### Major Requirements (66 cr.)

All courses are 3 cr., unless otherwise designated

- EDUC-E 333 Inquiry in Mathematics and Science
- EDUC-E 335 Introduction to Early Childhood Education
- EDUC-E 370 Language Arts and Reading I
- EDUC-E 372 Language Arts and Reading III
- EDUC-F 100 Introduction to Teaching (1 cr.)
- EDUC-K 205 Introduction to Exceptional Children
- EDUC-K 300 Developmental Characteristics of Exceptional Individuals
- EDUC-K 305 Teaching the Exceptional Learner in the Elementary School

- EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms
- EDUC-K 343 Education of the Socially and Emotionally Disturbed
- EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped Child
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities
- EDUC-K 370 Introduction to Language and Learning Disorders
- EDUC-K 402 Internship in Instructional Techniques for the Mildly Disabled (1 cr.)  
Course taken 3 times
- EDUC-K 452 Classroom Management
- EDUC-K 480 Student Teaching in Special Education (5 cr.)  
Course taken 2 times
- EDUC-M 301 Laboratory/Field Experience (2 cr.)
- EDUC-M 310 General Methods
- EDUC-M 420 Student Teaching Seminar (2 cr.)
- EDUC-M 464 Methods of Teaching Reading
- EDUC-Q 200 Introduction to Scientific Inquiry

### Concentration Requirements (15 cr.)

Special education candidates are expected to complete courses leading to a concentration. Currently, candidates can complete a concentration/minor in Early Childhood Education, History, Math Education, English, and Psychology.

Select one of the following concentrations:

### Early Childhood (with Certification) 9 cr (18 cr. with 9 cr. fulfilled by Professional Education Requirements)

- EDUC-E 317 Practicum in Early Childhood Education
- EDUC-E 327 Social Studies Methods and the Family: Focus on Young Children
- EDUC-E 330 Infant Learning Environments AND EDUC-M 101 Laboratory/Field Experience (0 cr.)
- EDUC-E 333 Inquiry in Mathematics and Science (fulfilled by Professional Education Requirements)
- EDUC-E 335 Introduction to Early Childhood Education (fulfilled by Professional Education Requirements)
- EDUC-E 370 Language Arts and Reading I (fulfilled by Professional Education Requirements)

### English (12 cr.)

#### (15 cr. with 3 cr. fulfilled by Professional Education Requirements)

- ENG-G 301 History of the English Language
- ENG-L 202 Literary Interpretation
- ENG-W 270 Argumentative Writing (fulfilled by General Education requirements)
- One additional English course at the 200- or 300-level EXCEPT ENG-W 231, ENG-W 234, or ENG-W 323

Select one of the following:

- EDUC-E 449 Trade Books and the Teacher
- EDUC-S 460 Books for Reading Instruction, 5-12
- ENG-L 290 Children's Literature

### History (15 cr.)

- HIST-H 101 The World in the Twentieth Century I
- HIST-H 105 American History I
- Three additional History courses in two different geographic regions at or above the 200-level

### Psychology (12 cr.)

#### (15 cr. with 3 cr. fulfilled by Professional Education Requirements)

- EDUC-P 250 General Educational Psychology (fulfilled by Professional Education requirements)
- PSY-P 103 General Psychology
- PSY-P 205 Understanding Research in Psychology
- PSY-P 316 Psychology of Childhood and Adolescence
- PSY-P 325 The Psychology of Learning

### Electives (1-6 cr.)

Students are required to take 1-6 credit hours depending on concentration taken.

Photo credit | **Teresa Sheppard**

### BS Special Education General Education Requirements

Pictured | **Victoria Gard** | *Elementary Education, Special Education* | Schererville, Indiana (hometown)

### Bachelor of Science in Special Education General Education Requirements

#### Fundamental Literacies (19 cr.)

- Writing | ENG-W 131 Reading, Writing, and Inquiry I
- Critical Thinking | ENG-W 270 Argumentative Writing
- Oral Communication | EDUC-BE 201 Beginning Foundations Block
- Visual Literacy | EDUC-W 310 Integrating Technology into K-12
- Quantitative Reasoning | MATH-M 111 Mathematics in the World
- Information Literacy | COAS-Q 110 Introduction to Information Literacy (1 cr.)
- Computer Literacy | EDUC-W 200 Using Computers in Educatio

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

- The Natural World
- Human Behavior and Social Institutions | EDUC-P 250 General Educational Psychology
- Literary and Intellectual Traditions
- Arts, Aesthetics, and Creativity

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

- Non-Western Cultures | EDUC-E 201 Multicultural Education and Global Awareness
- Health and Wellness | EDUC-M 359 Health and Wellness for Teachers (2 cr.)
- Diversity in United States Society | EDUC-H 340 Education in American Culture

Photo credit | **Teresa Sheppard**

**MS in Education, Special Education (Mild Intervention)**

Pictured | **Ashley McPherron** | *Special Education* | Bremen, Indiana (hometown)

**Master of Science in Education, Special Education (Mild Intervention)**

The Master of Science 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 intervention (P-12). The MS 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. Students interested in discussing degree requirements should contact the Education Advising Office to arrange an appointment. All degree-seeking students must apply separately for admission to the MS in Education, Special Education degree program. Students must maintain a 3.0 GPA while pursuing the degree. The program will be offered when there are enough students to form a cohort.

**Admission Procedures**

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

**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

Photo credit | **Teresa Sheppard**

**MS in Education (Intense Intervention)**

Pictured | **Ashley McPherron** | *Special Education* | Bremen, Indiana (hometown)

**Master of Science in Education (Intense Intervention)**

The Master of Science (MS) 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 intense intervention (P-12). The MS 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 Education Advising Office to arrange an appointment. All degree-seeking students must apply separately for admission to the MS in Education, Special Education degree program. Students must maintain a 3.0 GPA while pursuing the degree.

**Admission Procedures**

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

**Degree Requirements (36 cr.)**

All courses are 3 credit hours, unless otherwise designated.

**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

Photo credit | **Teresa Sheppard**

**MS in Education (Intense Interventions)**

Pictured | **Aaron Turner** | *Elementary Education // Special Education* | Lakewood, Ohio (hometown)

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### Graduate Certification: Intense Intervention

The Intense Intervention graduate certificate allows teachers to work with students with moderate and severe disabilities in the P-12 classrooms. Students who require intense interventions generally have severe problems in learning, behavior, and/or mobility. The 12-credit hour graduate program also provides for field-based experiences in schools and other settings. Students must complete an application for admission to the Graduate Certification Program in Intense Intervention.

For more information, contact the School of Education Advising Office at 574-520-4185.

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### Certification Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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

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### Pearson CORE Content Examination

Students must take the appropriate Pearson CORE Developmental and Content Area Examinations or other state-required examinations if seeking licensure. Students should check with their advisors before registering for any examination.

**Photo credit** | [Peter Ringenberg](#)

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### Intense Intervention Licensure

#### Graduate Certification: Intense Intervention

The Intense Intervention graduate certificate allows teachers to work with students with moderate and severe disabilities in the P-12 classrooms. Students who require intense interventions generally have severe problems in learning, behavior, and/or mobility. The 12-credit hour graduate program also provides for field-based experiences in schools and other settings. Students must complete an application for admission to the Graduate Certification Program in Intense Intervention. For more information, contact the School of Education Advising Office at 574-520-4185.

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### 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

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### MAT Special Education

#### Master of Arts in Teaching Special Education

#### 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.

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### MAT Special Education

#### Master of Arts in Teaching Special Education

The Master of Arts in Teaching (MAT) with a major in Special Education in the School of Education is designed to prepare individuals seeking initial licensure in P-12 Mild Intervention 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, and has earned national recognition from CEC. The MAT program addresses 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 intervention (P-12). The program is designed with hybrid and online courses for working adults.

Candidates must take the appropriate state-required examinations when seeking licensure and should check with their advisors before registering for any examination. Interested applicants should visit the graduate application website for information about qualifications and the application process, or contact the Education Advising Office.

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### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

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### Degree Requirements (36 cr.)

All courses are 3 credits, unless otherwise designated

- 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

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### Advanced Requirements (6 cr.)

- EDUC-K 565 Collaboration and Service Delivery
- EDUC-K 595 Practicum in Special Education (2 cr.)
- EDUC-M 500 Integrated Professional Seminar (1 cr.)

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### Master Requirements (12 cr.)

- EDUC-K 501 Adapting Computers for Special Education
- EDUC-K 502 Communication and Children with Exceptional Needs
- EDUC-K 507 Professional Teaching Standards Project
- EDUC-P 514 Life Span Development: Birth-Death

## Professional Education Services

Pictured | **Terri Hebert, Ed.D.** | *Stephen F. Austin State University, 2006* | Department Chair; and Assistant Professor of Elementary Education

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### Professional Educational Services

**Terri Hebert, Ed.D.** | Department Chair  
**Education Advising Office | Education and Arts 2200 | (574) 520-4109 | [education.iusb.edu](http://education.iusb.edu)**

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### About Professional Educational Services

The Master of Science (MS) in Education with a major in Educational Leadership prepares individuals for leadership responsibilities in schools and school districts in the North Central Indiana and Southern Michigan region. The program provides candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences.

The Educational Leadership program has been nationally recognized by the Educational Leadership Constituent Council (ELCC; January 30th, 2014). ELCC is a specialized professional association that offers accreditation recognition for exemplary programs in educational leadership. As a mechanism for improving educational leadership programs at IU South Bend, the program faculty members have aligned their current course curricular requirements and performance-based assessment system with these rigorous professional standards. In this system, candidates in educational leadership will have to demonstrate mastery of the ELCC standards and an internship through assessment or evaluation artifacts that address the ISLLC standards.

Students may only transfer six credit hours of coursework at the graduate level.

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### Graduate Certification Students

- P-12 Building Level Administrator

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### Graduate Degree Offered

- Master of Science in Education (Educational Leadership)

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### Educational Leadership

Pictured | **Ryan Towner** | *Educational Leadership* | South Bend, Indiana (hometown)

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### Master of Science in Education (Educational Leadership)

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### Plan of Study

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### About the Program

The Master of Science in Education in Educational Leadership is a 33-credit hour program that prepares individuals to be principals in schools and school districts in the North Central Indiana and Southern Michigan region. The program provides candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences. The program leads to a license in Building Level Administration.

As principals, graduates of the Educational Leadership Program promote the success of every student by:

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- Recruiting, hiring, assigning, retaining, and supporting effective teachers.

Candidates in the program are required to complete field experiences and an internship. This provides significant opportunities for candidates to synthesize and apply the knowledge and skills through substantial, sustained, standards-based work in real settings.

#### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

#### Prerequisite Coursework

The candidate must hold a Bachelor of Science in Education degree or a Master of Science in Education degree from an accredited institution and have a cumulative grade point average (CGPA) of 3.0 or better (on a 4-point scale) or specific GRE scores if the CGPA between 2.5 and 2.999.

#### Curriculum (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

**Note** | Students must graduate with a GPA of 3.0 in order to receive a MS in Education from IU South Bend

#### Degree Requirements (24 cr.)

- EDUC-A 500 Introduction to Education Leadership
- EDUC-A 510 School Community Relations
- EDUC-A 515 Educational Leadership: Teacher Development and Evaluation
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 629 Data-Informed Decision-Making for School Leaders
- EDUC-A 630 Economic Dimensions of Education

#### Business Course Requirement (3 cr.)

- BUSB-B 503 Leadership and Change

#### Field-Based Requirements (6 cr.)

- EDUC-A 590 Independent Study in Educational Leadership (repeat three 1-cr. classes)  
VT: Research in School Administration
- EDUC-A 695 Practicum in Educational Leadership

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#### Educational Leadership

Pictured | **Carlos Pruitt** | *Elementary Education* | South Bend, Indiana (hometown)

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#### Master of Science in Education (Educational Leadership)

##### Suggested Program of Study

A student at Indiana University South Bend might pursue the following program to earn the Master of Science (MS) in Education (Educational Leadership)

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##### Year One | Fall Semester

- EDUC-A 500 Introduction to Education Leadership (Benchmark)
- EDUC-A 590 Independent Study in Educational Leadership (1 cr.)  
VT: Research in School Administration
- EDUC-A 608 Legal Perspectives on Education

##### Year One | Spring Semester

- EDUC-A 515 Teacher Development and Evaluation (pending approval)
- EDUC-A 590 Independent Study in Educational Leadership (1 cr.)  
VT: Research in School Administration
- EDUC-A 629 Data-Informed Decision-Making (pending approval)

##### Year One | Summer Semester

- BUSB-B 503 Leadership and Change
  - EDUC-A 630 Economic Dimensions of Education
- 

##### Year Two | Fall Semester

- EDUC-A 590 Independent Study in Educational Leadership (1 cr.)  
VT: Research in School Administration
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration

##### Year Two | Spring Semester

- EDUC-A 510 School Community Relations
  - EDUC-A 695 Practicum in Educational Leadership (Portfolio | Final Assessment)
- 

Photo credit | [Peter Ringenberg](#)

### P-12 Building Level Administrator

Pictured | **Ryan Towner** | *Educational Leadership* | South Bend, Indiana (hometown)

### P-12 Building Level Administrator Certificate Program

Individuals with a Master of Science in Education from an accredited institution may earn their principal's license by completing the Graduate Certification Program in P-12 Building Level Administrator. As principals, graduates of the Educational Leadership Program promote the success of every student by:

- Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
- Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
- Recruiting, hiring, assigning, retaining, and supporting effective teachers.

### Prerequisite Required

Candidates for the certification must hold a Master of Science in Education degree from an accredited institution.

### Requirements (27 cr.)

All courses are 3 credit hours unless otherwise stated

- EDUC-A 500 Introduction to Educational Leadership
- EDUC-A 510 School Community Relations
- EDUC-A 515 Educational Leadership: Teacher Development and Evaluation
- EDUC-A 608 Legal Perspectives on Education
- EDUC-A 625 Administration of Elementary Schools
- EDUC-A 627 Secondary School Administration
- EDUC-A 629 Data-Informed Decision Making for School Leaders
- EDUC-A 630 Economic Dimensions of Education
- EDUC-A 695 Practicum in Educational Leadership

## Counseling and Human Services

Pictured | **Yvonne Larrier, Ph.D.** | *Capella University, 2006* | Associate Professor of Counseling and Human Services

### Counseling and Human Services

**Yvonne Larrier, Ph.D. | Department Chair**  
**Education Advising Office | Education and Arts 2200**  
**(574) 520-4109 | [education.iusb.edu](http://education.iusb.edu)**

### About the Department of Counseling and Human Services

The Department of Counseling and Human Services provides quality professional education for individuals seeking counseling careers in education, mental health services, business, and community and government agencies. The curriculum provides theoretical courses and supervised professional experiences. Students may choose from several tracks, including Clinical Mental Health Counseling, School Counseling, Addiction Counseling, and Marriage, Couple, and Family Counseling. Additionally, individuals can enroll in licensure patches, which are designed to help practitioners meet educational requirements for additional licenses in school, clinical mental health, and addiction counseling.

### Counseling and Human Services Mission

The mission of the IU South Bend Counseling and Human Services Program (CHS) is to prepare knowledgeable, ethical, and multiculturally competent school counselors, clinical mental health counselors and addictions counselors. Faculty members embody diversity of experience and provide students with a rigorous exploration of theoretical orientation and evidence-based practices in an environment that promotes personal growth and reflection. Graduates exemplify the learning, skills training, and dispositions that reflect both career-readiness and the highest standards of the counseling profession

### Minor Offered

- Minor in Counseling and Human Services

### Graduate Degrees Offered

- Master of Science in Education (Clinical Mental Health Counseling)
- Master of Science in Education (School Counseling)
- Master of Science in Education (Addiction Counseling)
- Master of Science in Education (Marriage, Couple, and Family Counseling)

### Certificate Offered

- Alcohol and Drug Counseling Certificate Program

### Licensure Patches

- School Counseling Licensure Patch
- Mental Health Counseling Licensure Patch
- Licensed Clinical Addiction Counselor Patch
- State Counseling Licensure Transfer Patch

### Minor in Counseling and Human Services

Pictured | **Brianna McKenzie** | *Bachelor of General Studies/Arts and Humanities / Minor in Counseling and Human Services* | Elkhart, Indiana (hometown)

### Minor in Counseling and Human Services

The minor is designed to educate students about the counseling field and the various aspects of mental health work. The focus of the program is on academic preparation, not clinical practice.

The minor in counseling is open to any undergraduate student on campus. It is especially relevant for students majoring in the social sciences or any other program that leads to a career requiring strong communication skills with other people. In addition, each individual course in the minor is open to any undergraduate student on campus. Students can take the classes below without being enrolled in the minor program.

The minor in counseling also prepares students to enter into graduate programs in counseling and other helping professions.

Students pursuing the minor will not be eligible for any type of licensure for the practice of mental health counseling nor will they be prepared to operate as professional mental health counselors. Students in the counseling minor will be better trained and positioned to work in bachelor level mental health service positions.

### Minor Requirements

The minor consists of 15 credit hours. The curriculum is listed below; currently courses are offered only once per year. Each of the five classes is required to complete the minor and there are currently no other electives available.

- EDUC-G 203 Communication for Youth-Serving Professionals
- EDUC-G 206 Introduction to Counseling Psychology
- EDUC-G 208 Prevention of Adolescent Risk Behavior: Counseling Perspectives
- EDUC-G 302 Resources for Counseling with Youth
- EDUC-G 375 Multicultural Counseling-Related Skills and Communication

Photo credit | **Teresa Sheppard**

### MS in Education in Clinical Mental Health Counseling

Pictured | **Rhonda Redman** | *Counseling and Human Services* | B.A., Women's and Gender Studies, IU South Bend, 2017 | South Bend, Indiana (hometown)

**Club affiliation** | Treasurer, Feminist Student Union

### Master of Science in Education in Clinical Mental Health Counseling

The Master of Science (M.S.) in Education in Clinical Mental Health Counseling consists of 60 credit hours of graduate study. Students fulfill requirements in both the common counseling core of the curriculum as well as courses specific to the clinical mental health specialty. This program leads to licensure as a mental health counselor in the state of Indiana and prepares candidates to work in multiple human service settings. It follows a cohort model wherein students are admitted and take

courses with an identified group of their peers. The program can be completed in a minimum of three years of full-time study, which includes summer classes.

### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

### Degree Requirements (60 cr.)

All courses are 3 credit hours, unless otherwise designated.

### First Year Courses (18 cr.)

- EDUC-G 500 Orientation to Counseling
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 517 Crisis and Trauma Counseling
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling

### Second Year Courses (18 cr.)

- 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
- EDUC-P 514 Life Span Development: Birth to Death

### Third Year Courses (18 cr.)

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- 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
- EDUC-G 596 Counseling Supervision

### Final Summer (6 cr.)

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 525 Advanced Counseling Practicum

Photo credit | **Teresa Sheppard**

### MS in Education (School Counseling)

Pictured | **Linzi Richmond** | *Counseling and Human Services, School Counseling* | Edwardsburg, Michigan (hometown)

**Volunteer activities** | Relay for Life, SOS, and Pro Choice South Bend

### Master of Science in Education in School Counseling

The Master of Science (MS) in Education in School Counseling consists of 60 credit hours of graduate study. This program leads to licensure as a professional school counselor in the state of Indiana and prepares candidates to work in the school setting with P-12 students, parents, administrators, and other stakeholders. Students fulfill requirements in both the common counseling core of the curriculum as well as courses specific to school counseling. The program follows a cohort model wherein

students are admitted and take courses with an identified group of their peers. The program can be completed in a minimum of three years of full-time study, which includes summer classes.

### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

### Degree Requirements (60 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### First Year Courses (18 cr.)

- EDUC-G 500 Orientation to Counseling
- EDUC-G 506 Personality Development: Growth of Normal and Deviant Styles
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 517 Crisis and Trauma Counseling
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling

#### Second Year Courses (18 cr.)

- 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
- EDUC-P 514 Life Span Development: Birth-Death

#### Third Year Courses (18 cr.)

- EDUC-G 504 Counseling Theories and Techniques II: Behavior and Family Systems
- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 516 Understanding Child and Adolescent Behavioral Disorders
- EDUC-G 550 Internship in Counseling (fall and spring semesters)
- EDUC-G 590 Research in Counseling and Guidance

#### Final Summer (6 cr.)

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 570 Human Sexuality

### Licensed Mental Health Counselor Associate Licensure (LMHCA)

Students wanting to add the LMCHA will enroll in EDUC-G 525 Advanced Counseling Practicum

Photo credit | **Teresa Sheppard**

### MS in Education (Addiction Counseling)

Pictured | **Ricardo Lottie** | *M.S. in Education, Addictions Counseling* | B.S., Bethel College | South Bend, Indiana (hometown)

### Master of Science in Education (Addiction Counseling)

The Master of Science in Education in Addiction Counseling 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.

### Admission Procedures

Admission to the MS in Education degree program may be initiated with the submission of the appropriate application forms (please see the Graduate Academic Advisor in the School of Education, EA 2200. Official copies of all transcripts for baccalaureate and post baccalaureate course work are required.

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

### Track Requirements (60 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### First Year Courses (18 cr.)

- EDUC-G 500 Orientation to Counseling
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 517 Crisis and Trauma Counseling
- EDUC-G 522 Counseling Techniques
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling

#### Second Year Courses (18 cr.)

- 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 567 Marriage and Family Counseling
- EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention
- EDUC-P 514 Life Span Development: Birth to Death

#### Third Year Courses (21 cr.)

- EDUC-G 505 Individual Appraisal: Principles and Procedures
- 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
- EDUC-G 550 Internship in Counseling (Fall and Spring Semesters)

- EDUC-G 590 Research in Counseling and Guidance

### Final Summer (3 cr.)

- EDUC-G 507 Lifestyle and Career Development

### Licensed Mental Health Counselor Associate (LMHCA)

- Students wanting to add the Licensed Mental Health Counselor Associate (LMHCA) licensure will enroll in a second section of EDUC-G 514

Photo credit | [Teresa Sheppard](#)

### MS in Education (Marriage, Couple, and Family Counseling)

Pictured | [Aaron Turner](#) | *Education* | Lakewood, Ohio (hometown)

### Master of Science in Education in Marriage, Couple, and Family Counseling

The Master of Science in Education (MS) in Marriage, Couple, and Family Counseling is designed to prepare professionals who will offer marriage, couples, and family counseling services in our community and the surrounding areas. The chief feature of the program is a comprehensive 60-credit hour curriculum that satisfies requirements for professional licensure as a Licensed Marriage and Family Therapists (LMFT). This license exists in Indiana as well as many of the surrounding states. The program can be completed in a minimum of three years of full-time study, which includes summer classes.

### Admission Procedures

For further information regarding admission procedures, please see the School of Education Graduate Degrees page.

### Degree Requirements (60 cr.)

All courses are 3 credit hours, unless otherwise designated.

### First Year Courses (18 cr.)

- EDUC-G 500 Orientation to Counseling
- EDUC-G 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders
- EDUC-G 517 Crisis and Trauma Counseling
- EDUC-G 522 Counseling Theories
- EDUC-G 523 Laboratory Counseling and Guidance
- EDUC-G 575 Multicultural Counseling

### Second Year Courses (18 cr.)

- 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
- EDUC-P 514 Life Span Development: Birth to Death

### Third Year Courses (18 cr.)

- EDUC-G 504 Counseling Theory/Tech 2: Behavioral and Family Systems
- EDUC-G 505 Individual Appraisal: Principles and Procedures
- EDUC-G 550 Internship in Counseling (taken twice; fall and spring semesters)

- EDUC-G 568 Family Counseling
- EDUC-G 590 Research in Counseling and Guidance

### Final Summer (6 cr.)

- EDUC-G 507 Lifestyle and Career Development
- EDUC-G 570 Human Sexuality

### Licensed Mental Health Counselor Associate Licensure (LMHCA)

- Students wanting to add the LMHCA will enroll in EDUC-G 525 Advanced Counseling Practicum

Photo credit | [Peter Ringenberg](#)

### Alcohol and Drug Counseling Certificate Program

Pictured | [Kim Luthringer](#) | *School Counseling* | Dowagiac, Michigan (hometown)

### Alcohol and Drug Counseling Certificate Program

[Student Consumer Informaton About this Program >>](#)

### About this Program

A graduate certificate in alcohol and drug counseling is a 15-credit-hour certificate that will train individuals interested in becoming alcohol and drug abuse counselors. 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. The state of Indiana offers the Certified Alcohol and Drug Abuse Counselor (CADAC), a professional certification for substance abuse counselors, and offers licensure in the area of addictions counseling. This graduate certificate program fulfills many requirements for this licensure.

### 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.

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.

- An interview with program faculty.
  - A 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?
    - Three letters of recommendation at least two of which are professional in nature (e.g., from employers or university course instructors).

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### 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:

- Screening
- Orientation
- Treatment planning
- Case management
- Client education
- Reports and record keeping
- Intake
- Assessment
- Counseling
- Crisis intervention
- Referral
- 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.

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### Alcohol and Drug Certification Completion Application

Candidates must file a certification completion application with the Education Advising Office in Education and Arts 203.

#### 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.

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Photo credit | **Teresa Sheppard**

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### Counseling Licensure Patches

Pictured | **Kim Luthringer** | *School Counseling* | Dowagiac, Michigan (hometown)

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### Counseling Licensure Patches

The Counseling and Human Services program is committed to helping practitioners in our region meet their career goals. To this end, the Counseling and Human Services faculty have created several course sequences (or "licensure patches") designed to help practitioners meet educational requirements for additional licensures in school, mental health, and addictions counseling in the state of Indiana.

Applicants for licensure patches should be aware that these patches are not formal educational programs and no degree, diploma, or certificate is earned upon patch completion. Financial aid also does not apply for non-degree seeking programs.

The following licensure patches are currently being offered:

- School Counseling Licensure Patch
- Mental Health Counseling Licensure Patch (LMHC)
- Licensed Clinical Addictions Counselor Patch (LCAC)
- State Counseling Licensure Transfer Patch (LMHC)

For further information on any of our programs, including application instructions, please contact our Education Advising Office office at (574) 520-4845. You can also feel free to contact specific program faculty with questions about counseling and our curriculum.

Photo credit | **Teresa Sheppard**

## Graduate Programs

Pictured | **Kim Luthringer** | *M.S. in Education, Counseling and Human Services, School Counseling* | B.S., Ferris State University | Dowagiac, Michigan (hometown)

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### School of Education

#### Graduate Programs

**Education Advising Office | Education and Arts 2003 | (574) 520-4845 | [education.iusb.edu](http://education.iusb.edu)**

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#### Faculty

- Associate Dean | **Shepherd**
- Professors | **Chang, Cress, Freitas, Mettetal, Okrah, Reck, Shepherd**
- Associate Professors | **Bakerson, H. Davis, Heck, Holm, Larrier, Linton, R.L. Smith**
- Assistant Professors | **Campbell, Gressick, Hebert, Rogalla, Seward**
- Senior Lecturer | **S. Beauchamp, D. Youngs**
- Lecturers | **Randles, K. Sullivan**
- Faculty Emeriti | **Alexander, Bailey, Calvin, DuVall, Isaacson, L. James, K. Clark, Leggett, Parelius, Peterson, Ruff, Sheridan, Urbach**
- Graduate Advisor |
- Director of Student Teaching and Clinical Practice | **Harley**
- Director of the Center for Global Education | **Okrah**

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#### Graduate Degrees Offered

##### Teacher Education

##### Elementary and Secondary Education

- Master of Science in Education, Unified Track (Elementary and Secondary with Reading and English Learners Focus)

##### Special Education

- Master of Arts in Teaching, in P-12 Special Education, Mild Intervention
- Master of Science in Education, Mild Intervention
- Master of Science in Education, Intense Intervention

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#### Counseling and Human Services

- Master of Science in Education, Clinical Mental Health
- Master of Science in Education, School Counseling
- Master of Science in Education, Addiction Counseling
- Master of Science in Education, Marriage, Couple, and Family Counseling

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#### Professional Educational Services

##### Educational Leadership

- Master of Education (Educational Leadership)

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#### Graduate Licensures Offered

- P-12 Building Level Administrator Certificate Program
- Alcohol and Drug Counseling Certificate Program
- Intense Intervention Licensure
- Counseling Patches | School Counseling Graduate Certificate | Mental Health Counseling Graduate Certificate | Licensed Clinical Addictions Counselor

Graduate Certificate | State Counseling Graduate Certificate

- Transition to Teaching, Elementary Education
- Transition to Teaching, Secondary Education

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- Educational Leadership | General Requirements
- Counseling and Human Services | Admission Procedures
- Obtaining Teacher Certification in Elementary or Secondary Education without Admission to Master of Science Degree Program

## Graduate Policies

- Limited Criminal History Check
- E-mail Communication
- Issues Resolution
- Residence
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- Retention in Graduate Degree Study
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- Standards

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## Graduate Degrees in Education

Pictured | **Andrea Eriks** | *Counseling and Human Services, School Counseling* | School of Education Eldon Ruff School Counseling and Human Services Award Winner | Granger, Indiana (hometown)

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## School of Education Graduate Degrees

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 33 credit hours of coursework.

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## 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 Education Advising Office at (574) 520-4845 for program-specific requirements.

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## 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 chair of the appropriate program for full admittance. Candidates should speak with an education academic advisor as part of the pre-application 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.

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## 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, we will only accept complete graduate admission packets and students will be admitted in cohort groups. For more information, contact the Education Advising Office at (574) 520-4845.

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## 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 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 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.

1. 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.
2. 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.
3. 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.
4. 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.

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### Secondary 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 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.
1. 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.
  2. 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.
  3. 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.
  4. 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.

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### 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.

1. 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.
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4. 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.

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### Educational Leadership | General Requirements

- 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.
1. 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.
  2. 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.
  3. 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.
  4. 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.
- Complete an interview with program faculty or department chair.
  - Must obtain a recommendation from their corporation superintendent or the educational leadership program coordinator.

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### **Counseling and Human Services | Admission Procedures**

The Counseling and Human Services (CHS) Program admits students during the Summer 1 session; therefore, the following must be completed and submitted by April 1:

- Application for Admission to Graduate Study (on-line through Admissions Office). \$40.00
- An undergraduate degree from an 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.
- 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. GRE scores that are not more than 5 years old will be accepted. Applicants must receive the following scores on the GRE: 150 (450 for past version) on Verbal Reasoning and a 3.5 for Analytical writing.
- 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.
- Written 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?
- Official transcripts documenting all degrees earned or in progress, and any other academic work.
- Three professional letters of recommendation from teachers, counselors, social workers, and other helping professionals. These individuals MUST address at least two areas of strengths and weaknesses as it relates to your work ethic, professional behaviors, observed and experienced interpersonal interactions.
- Applicants will be required to submit a 3-5 minute videotape of themselves responding to a case scenario provided by the CHS faculty/graduate advisor. This videotape will become a part of your admission packet.
- Applicants will be required to complete a Counseling dispositions activity; this will be a part of your admissions packet.
- A mandatory interview/orientation with CHS faculty members and students scheduled in April. Submission of all required application materials is required to schedule an interview. Professional attire is required.
- Selection by faculty to be part of a cohort of 24 students selected in April of each year.
- Admission to the Master of Science in Education degree program may be initiated with the submission of the appropriate application forms (please see the Graduate Academic Advisor in the School of Education, Education and Arts Building, Room 2200. Official copies of all transcripts for baccalaureate and post baccalaureate course work are required.

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### **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 Education Advising Office.

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 Education Advising Office 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 Education Advising Office concerning educational requirements on a regular basis. Current program information is available on the School of Education website.

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### School of Education

Pictured | **Ryan Towner** | *Educational Leadership* | South Bend, Indiana (hometown)

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### 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. 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 candidates 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 Education Advising Office. 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.

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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 67% of required credit hours on the IU South Bend campus. These credit 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. The School of Education at IU South Bend does not accept grades below a B (3.0) earned at IU South Bend or at any institution for credit toward a graduate degree.

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### Transferring Courses into Graduate Degree Programs

In programs of 34 credit hours or fewer, candidates may transfer from another accredited university a maximum of nine credit hours. In programs consisting of 35 or more credit hours, candidates may transfer from another accredited university a maximum of 12 credit hours under the following conditions: the credit is fully acceptable to the transferring institution in satisfaction of its own advanced degree requirements

- the credit is applicable to the candidate's program of study for an advanced degree at IU South Bend
- the candidate received a grade of B or better for the credit

- the candidate received the credit within 6 years prior to the transfer
- the transfer of credit occurs at the time of admission to the program of study and becomes part of the candidate's study plan OR the candidate received permission from an IU South Bend graduate program to take a transfer course at another accredited university and it becomes part of the Study Plan.

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### Retention in Graduate Degree Study

Candidates must maintain at least a 3.0 grade point average. A candidate whose GPA drops below 3.0 must restore his/her GPA to 3.0 within nine credit hours. If the GPA is not restored within the required time period, the candidate will be dismissed from the program. Terms for readmission are determined by each program. 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 CASA tests.
- Have successfully passed all Pearson 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.
- Check the Student Teaching Policies for further information.

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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, any secondary teaching license, and a license in exceptional needs mild intervention 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.

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### Required Field Experience for Secondary Education

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.

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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 intervention
- Intense intervention

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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
- Marriage, Couple, and Family 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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### 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.

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### School of Education

Pictured | **Hayley Fuller** | *M.S. Education, School Counseling* | B.S., University | South Bend, Indiana (hometown)

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### School of Education Graduate Policies

#### 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 (M.S.) in Education. An overall 2.5 cumulative GPA must be earned in the content area to meet licensure requirements. Students in the M. A. T. in Special Education must maintain a 3.0 GPA throughout their program. 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.

### 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.

### 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.

## Student Teaching Policies

Pictured | **Nicolai Hyer** | *Secondary Education, Social Studies* | South Bend, Indiana (hometown)

### Student Teaching Policies

#### 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) and in current good standing.
2. Demonstrated completion of requirements of Checkpoints One and Two and/or artifact requirements at both undergraduate and graduate levels, as indicated by program.
3. For Secondary Education teacher candidates, submitted passing scores on Pearson Content Assessments.

4. 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)

5. Meet the following requirements for specific degree program or major areas:

- Elementary education candidates must achieve 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 a GPA of 2.5 in content area courses with all grades of at least a C (2.0).

6. Resolve all Incomplete (I) courses by the end of the semester prior to the student teaching experience. Course grades must meet the above standards.

7. 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 semester.

8. For Cross-Campus Collaboration courses, grades must be submitted no later than two days after the date of final grade submission for the host campus.

9. Attend an informational session the semester prior to submitting the Student Teaching Application and Resume Packet, which explains eligibility requirements and the application process for student teaching and practica.

10. After attending one of the informational sessions, submit a student teaching application and resume packet to the Director of Student Teaching and Clinical Practice.

- This packet must be submitted by the first day of Spring classes for students planning to student teach during the following fall semester and the first day of Fall classes for students planning to student teach during the following spring semester.
- This deadline is in fall or spring of the semester prior to the student teaching semester. For example, candidates planning to student teach during the fall 2017 must submit their Student Teaching Application and Resume Packet by the first day of classes for the spring 2016 semester and students planning to student teach during the spring 2017 semester must submit their application materials by the first day of classes for the fall 2016 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.
- Communication with the Director of Student Teaching and Clinical Practice is imperative for any questions, concerns, or changes in information presented in the application and for late submissions.

11. Applications are only valid for the academic year listed on the application. If a student teaching experience must be postponed beyond that academic year, the student is responsible for contacting the Director of Student Teaching and Clinical Practice to update their Student Teaching Application and Resume Packet.

12. Candidates will select faculty members to complete a Dispositions Assessment as a recommendation for student teaching.

13. Attend a student teaching Pairs Workshop and orientation session prior to beginning in student teaching. Notifications of these sessions will be disseminated to teacher candidates via their IUSB email address.

14. 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 practica because they did not meet the above criteria may appeal through the Issues Resolution process.

15. Candidates are allowed to state preferences for student teaching placements, but the first priority is to place according to availability of qualified cooperating teachers. The following restrictions apply to student teaching placements. Candidates may not student teach at schools (and in some instances in school corporations):

- 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.

16. Candidates who wish to complete student teaching in areas outside of a 20 mile radius of IU South Bend are required to meet with the Director of Student Teaching and Clinical Practice prior to submitting the Student Teaching Application and Resume Packet.

17. Candidates wishing to pursue student teaching through a study abroad program must visit the Global Gateway for Teachers website at <http://education.indiana.edu/undergraduate/immersion/>.

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.

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### **Removal from Student Teaching, Practicum Experiences, and Internships**

In conjunction with the cooperating 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, a Letter of Concern is written and the candidate is required to satisfactorily complete a professional improvement plan before he or she is assigned a second placement. The professional improvement plan is a written document created by the Director of Student Teaching and Clinical Practice with input provided by the cooperating teacher, university supervisor, and teacher candidate. The department chair is involved as needed and must sign the plan. The director of student teaching and clinical practice may enlist the assistance of the department chair, 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 IU South Bend standards. 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.

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



VERA Z DWYER  
COLLEGE OF HEALTH SCIENCES

**THOMAS FISHER, PH.D.** || DEAN

NORTHSIDE 456 || (574) 520-4571 || [HEALTHSCIENCES.IUSB.EDU](http://HEALTHSCIENCES.IUSB.EDU)

## Vera Z. Dwyer College of Health Sciences

Pictured |

### Vera Z. Dwyer College of Health Sciences

**Thomas Fisher, Ph.D., O.T. | Dean**  
 Northside 460 | (574) 520-4571 | [healthsciences.iusb.edu](http://healthsciences.iusb.edu)

### School of Applied Health Sciences

Northside 474B | (574) 520-4504 | <https://www.iusb.edu/bs-hs/>

- Assistant Dean | **Quimby**
- Directors | **Clift** (Clinical Laboratory Sciences), **Deranek** (Health Sciences), **Edmondson** (Dental), **Oake** (Radiography and Medical Imaging Technology)
- Assistant Professor | **Rossow**
- Clinical Assistant Professors | **Deranek, Douglas, Edmondson, Gretencord, Hatfield, Hopkins, Spinda**
- Senior Clinical Lecturer | **Dielman, Quimby**
- Clinical Lecturers | **Lemanski, Peek**

The School of Applied Health Science houses Radiography and Medical Imaging, Dental Education, and the Health Sciences degree programs.

### School of Nursing

Northside 474A | (574) 520-4571 | [nursing.iusb.edu](http://nursing.iusb.edu)

- Assistant Dean | **Dobrzykowski**
- Associate Professors | **Dobrzykowski, Sofhauser**
- Assistant Professors | **S. Jones, Pajakowski, B. White, Wolfram**
- Clinical Assistant Professors | **Gatto, Haithcox, Hawkins, Mentag, Vlaeminck, Zellers**
- Visiting Clinical Assistant Professor | **Mack**
- Clinical Lecturers | **Flora, Imes, Keith, LaLime**
- Director of MSN Program | **Vlaeminck**
- Director of Health and Wellness Center | **Dobrzykowski**
- Assistant Dean of Student Success | **Tchakerian**
- Faculty Emeriti | **Basolo-Kunzer, Henry**

### Undergraduate Degrees Offered

- Bachelor of Science in Nursing
- RN-BSN

### Graduate Degrees

- Family Nurse Practitioner

## Dwyer College of Health Sciences Biomedical and Social Requirements

Pictured | **Karie Furman** | *Radiography* | Nappanee, Indiana (hometown)

### School of Nursing

#### Biomedical Sciences Requirements

Courses are 3 cr., unless otherwise designated

- 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 I (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)

#### Social Sciences Requirements

Courses are 3 cr., unless otherwise designated

- PSY-P 103 General Psychology; AND PSY-P 216 Life Span Developmental Psychology

### Division of Dental Hygiene

#### Biomedical Sciences Requirements

Courses are 3 cr., unless otherwise designated

- 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 I (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)

#### Social Sciences Requirement

Courses are 3 cr., unless otherwise designated

- PSY-P 103 General Psychology

### Division of Health Sciences

#### Biomedical Sciences Requirements

Courses are 3 cr., unless otherwise designated

#### Health Promotion and Speech Language Pathology (12 cr.)

- Students may select any courses from AST, BIOL, CHEM, GEOL, MICR, PHSL, PHYS

#### Sport and Exercise Science (16 cr.)

- CHEM-C 102 Elementary Chemistry 2
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)
- Open science courses (5 cr.)

#### Social Sciences Requirement

Courses are 3 cr., unless otherwise designated

- PSY-P 103 General Psychology

## Division of Radiography

### Biomedical Sciences

- CHEM-C 102 Elementary Chemistry 2
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)

Photo credit | **Teresa Sheppard**

## School of Applied Health Sciences

Pictured | **Kristyn Quimby, M.L.S., R.D.H., C.H.E.S.** | *Indiana University South Bend, 2010* | Assistant Dean, Applied Health Sciences; and Senior Clinical Lecturer in Dental Education

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### School of Applied Health Sciences

**Kristyn Quimby, M.L.S., R.D.H., C.H.E.S.** | Assistant Dean

Northside 458 | (574) 520-4405

<https://www.iusb.edu/bs-hs/>

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### Division of Health Sciences

Northside Hall 478 | (574) 520-4187

<https://www.iusb.edu/bs-hs/index.php>

- Assistant Dean | **Quimby**
- Director | **Deranek**
- Assistant Professor | **Rossow**
- Clinical Assistant Professor | **Deranek, Hatfield, Hopkins**
- Senior Clinical Lecturer | **Dielman, Quimby**

The Division of Health Sciences offers the Bachelor of Science in Health Sciences with concentrations in Health Promotion, Rehabilitation Sciences, Speech Language Pathology, and Sport and Exercise Science,

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### Division of Clinical Laboratory Science

Northside 478 | 520-4187 | [healthscience.iusb.edu/clinical-laboratory-science/index.html](http://healthscience.iusb.edu/clinical-laboratory-science/index.html)

- Director | **Clift**
- Clinical Assistant Professor | **Spinda**

The Division of Clinical Laboratory Science offers the Bachelor of Science in Clinical Laboratory Science and is focused on training students for employment in the medical laboratory professions.

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### Division of Dental Education

Education and Arts 1250 | (574) 520-4158 | [dental.iusb.edu](http://dental.iusb.edu)

- Assistant Dean | **Quimby**
- Director | **Edmondson**
- Clinical Assistant Professor | **Douglas, Edmondson**
- Senior Clinical Lecturer | **Dielman, Quimby**
- Clinical Lecturers | **Peek, Lemanski**
- 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.

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### Division of Radiography and Medical Imaging Technology

Northside 403 | (574) 520-4504 | [radiography.iusb.edu](http://radiography.iusb.edu)

- Assistant Dean | **Quimby**
- Director | **Oake**
- Clinical Assistant Professor | **Gretencord, Oake**
- Medical Imaging Clinical Coordinator | **Oake**

- Radiography Clinical Coordinator | **Gretencord**

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 which provides additional clinical and didactic education in advanced imaging modalities.

### Division of Health Sciences

Pictured | **Deranek, Jennifer, Ph.D., LAT, ATC** | Western Michigan University, 2015 | Clinical Assistant Professor of Health Sciences, Vera Z. Dwyer College of Health Sciences

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### Division of Health Sciences

**Jennifer Deranek, Ph.D., LAT, ATC | Program Director**  
**Northside 411 | (574) 520-4660**  
<https://www.iusb.edu/bs-hs/index.php>

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### Faculty

- Program Director | **Deranek**
- Assistant Professor | **Rossow**
- Clinical Assistant Professors | **Hopkins, Deranek, Hatfield**
- Senior Clinical Lecturer | **Dielman, Quimby**

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### About the Division of Health Sciences

The Bachelor of Science (BS) in Health Sciences is a versatile degree that provides students with extensive preparation for work in any field that addresses people's health. The objective of this program is to address the needs of those students seeking a broad understanding of the science of human health and its application to their chosen career. It will be housed in the Vera Z. Dwyer College of Health Sciences, School of Applied Health Sciences at Indiana University South Bend. The degree will be delivered via traditional classroom and online format, include internships with local health agencies, and culminate in a seminar experience. All students entering the Vera Z. Dwyer College of Health Sciences will be automatically enrolled in the BS in Health Sciences program. Students will progress towards degree completion unless they apply and are formally admitted to one of the professional/prelicensure programs, such as Nursing, Dental Hygiene and/or Radiography/Medical Imaging.

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### Program Goals

At the completion of the health sciences program students will be able to:

- Synthesize the major themes for health into current health care practices
- Integrate the political, social, legal, and ethical perspectives to affect health policy
- Integrate theory guided, evidence-based practice health care practices for optimum health outcomes

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### Undergraduate Degrees Offered

- Bachelor of Science in Health Sciences with a concentration in
  - Health Promotion
  - Rehabilitation Sciences
  - Speech Language Pathology
  - Sport and Exercise Science

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### Online Joint Collaborative Degree

- Bachelor of Science in Applied Health Sciences
-

### Minors Offered

- Billing and Coding
- Health Promotion
- Nutrition
- Sport and Exercise Science

Photo credit | **Teresa Sheppard**

### Dwyer College of Health Sciences General Education Requirements

Pictured | **Kaylee Parks** | *General Studies* | Goshen, Indiana (hometown)

### School of Applied Health Sciences

#### General Education and Common Degree Requirements

#### Fundamental Literacies

##### Writing Literacy

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

##### Critical Thinking

- HSC-H 492 Research in Health Sciences (recommended)

##### Oral Communication

- SPCH-S 121 Public Speaking

##### Visual Literacy

##### Quantitative Reasoning

- HSC-H 322 Epidemiology and Biostatistics (recommended)

##### Information Literacy

##### Computer Literacy

#### Common Core Courses

Students in the Applied Health Sciences will take all four EXCEPT dental hygiene and clinical lab sciences. Clinical Laboratory Science students must take ONE common core at the 390/399 level—this has been edited on the CLS degree page since the General Education for that degree is different than the overall School of Applied Health Sciences. must be at the 390/399 level (Dental Hygiene and Nursing students must take courses in three of the following):

- Art, Aesthetics, and Creativity
- Human Behavior and Social Institutions
- Literary and Intellectual Traditions
- The Natural World

#### Contemporary Social Values Non-Western Cultures

Rehabilitative Sciences requires ANTH-E 105 Culture and Society

#### Diversity in United States Society

- HSC-H 327 Introduction to Public and Community Health (Health Sciences; recommended)
- SOC-S 161 Principles of Sociology (Dental Hygiene; required)

### Health and Wellness

Either are recommended

- HPER-N 220 Nutrition for Health (Dental Hygiene students)
- HPER-N 220 Nutrition for Health (Health Science students); OR  
HSC-H 102 Lifetime Wellness for Health

Photo credit | **Teresa Sheppard**

### Health Promotion

Pictured | **Asia Carruthers** | *Health Sciences, Health Promotion / Minor in Spanish* | South Bend, Indiana (hometown)

**Volunteer activities and affiliations** | President, Stage for Change; Vice President, Black Student Union; Member, Student Association for Civil Rights and Social Justice; Freedom Summer, Class of 2016

### Bachelor of Science in Health Sciences

#### with a concentration in Health Promotion

The Bachelor of Science (B.S.) in Health Sciences with a concentration in Health Promotion prepares students for many different types of careers in health education, health promotion, health behavior, or community health. Students majoring in the B.S.H.S. with a concentration in Health Promotion will be able to take the Certified Health Education Specialist Examination (CHES) offered by the National Commission for Health Education Credentialing. Becoming a CHES opens many more opportunities for students in public health.

#### Health Promotion Concentration Objectives

To be able to fulfill the requirements of a Bachelor Degree in Health Sciences with a concentration in health promotion and promote the overall program goals, graduates of the Health Sciences degree at Indiana University South Bend will be able to:

- Utilize the core functions of public health for population health change
- Construct interventions to promote health and prevent illness
- Evaluate outcome measures related to program effectiveness and accountability

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, log into the Student Center at [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Health Sciences with a concentration in Health Promotion must complete 120 credits including:

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (39 cr.)

- Biomedical Sciences Requirements (12 cr.)
- Social Sciences Requirements (3 cr.)
- Major Concentration Requirements (54 cr.)
- Free Electives (balance of credits needed to equal 120 cr. requirement)

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

### Major Requirements (54 cr.) Health Sciences Core (30 cr.)

All courses are 3 cr., unless otherwise designated

The Health Sciences Core will begin with Introduction to Health Sciences. This will be taken along with the General Education courses and introduce students to Health Systems. All Health Sciences students will take the 21-33 credit hours of the Health Sciences core depending on the concentration. After the first two years of General Education, students will determine which of the three Health Sciences Concentrations they will complete. Each of the concentrations are offered as minors and post-degree certificates (courses are indicated with an asterisk (\*)).

- BUS-H 320 Systems of Health Care Delivery; OR HSC-L 230 Health Care Delivery Systems
- ENG-W 231 Professional Writing Skills
- HSC-A 291 Service Learning in Health Sciences I; OR HSC-H 491 Service Learning in Health Sciences II
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
- HSC-H 402 Health Policy and Advocacy
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 314 Ethics and Health Professionals

### Health Promotion Concentration Core (24 cr.)

All courses are 3 cr., unless otherwise designated

- HSC-E 443 Public Health Education Methods \*
- HSC-F 366 Case Studies in Community Health \*
- HSC-H 412 Global Health
- HSC-H 327 Introduction to Public and Community Health \*
- HSC-H 331 Environmental Health \*
- HSC-H 434 Diversity and Cultural Competence
- HSC-H 477 Health Program Assessment and Planning
- HSC-H 478 Evaluation of Health Programs

Photo credit | **Teresa Sheppard**

### Rehabilitation Sciences

Pictured | **Kaitlin Dougherty** | *Health Sciences* | Osceola, Indiana (hometown)

## Bachelor of Science in Health Sciences

### with a concentration in Rehabilitation Sciences

The Bachelor of Science in Health Sciences with a concentration in Rehabilitation Sciences prepares students for many different types of careers in sport and exercise sciences, health and fitness, and rehabilitation. The concentration prepares students to apply to graduate programs in Occupational or Physical Therapy and Athletic Training. Students will have the ability to engage in their field of student through experiential learning with local healthcare organizations.

The Bachelor of Science in Health Sciences with a concentration in Rehabilitation Sciences can pursue certification, apply for various healthcare jobs, and pursue graduate education fields such as sports medicine, exercise and kinesiology, occupational and physical therapy, and other rehabilitation professions.

### Rehabilitation Sciences Objectives

To be able to fulfill the requirements of a Bachelor Degree in Health Sciences with a concentration in Rehabilitation Sciences and promote the overall program goals, graduates of the Health Sciences degree at Indiana University South Bend will be able to:

- Design improvement plans for health and fitness
- Analyze aggregate exercise data to inform individuals and special populations of plans for health and fitness
- Evaluate exercise outcomes in both health and special populations

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, log into the Student Center at [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Health Sciences with a concentration in Rehabilitation Sciences must complete 120 credits including:

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (40 cr.)
  - Biological, Life, and Social Sciences Requirements (44 cr.)
  - Major Requirements (36 cr.)
  - Free Electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.

## Biological, Life, and Social Sciences Requirements (44 cr.)

All courses are 3 cr., unless otherwise designated

- AHLT-R 185 Medical Terminology (2 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.)
- ENG-W 131 Reading, Writing, and Inquiry I
- MATH-M 115 Precalculus and Trigonometry (5 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)
- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.)
- PSY-P 103 General Psychology
- PSY-P 216 Life Span Developmental Psychology
- PSY-P 324 Abnormal Psychology

### Major Requirements (36 cr.)

All courses are 3 cr., unless otherwise designated

#### Health Sciences Core (18 cr.)

The Health Sciences Core will begin with Introduction to Health Sciences. This will be taken along with the General Education courses and introduce students to Health Systems. All Health Sciences students will take the 12-33 credit hours of the Health Sciences core depending on the concentration.

After the first two years of General Education, students will determine which of the Health Sciences Concentrations they will complete the following courses:

- HSC-A 291 Service Learning in Health Sciences I;  
OR  
HSC-A 491 Service Learning in Health Sciences II
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 314 Ethics and Health Professionals

#### Rehabilitation Sciences Concentration Core (18 cr.)

Students should see their advisor for specific courses for the Rehabilitation Sciences concentration.

Photo credit | **Teresa Sheppard**

#### Speech Language Pathology

Pictured | **Isabelle Tice** | *Speech Language Pathology* | Elkhart, Indiana (hometown)

**Volunteer activities and affiliations** | Co-founder of the IU South Bend chapter of the National Student Speech Language Hearing Association (NSSLHA); active member of Alpha Sigma Tau

### Bachelor of Science in Health Sciences

#### with a concentration in Speech Language Pathology

The Bachelor of Science (B.S.) in Health Sciences with a concentration in Speech Language Pathology prepares

students for many different types of careers in speech and hearing science. Students will learn how to assist individuals with disorders related to speech, language, and hearing.

#### Speech Language Pathology Objectives

To be able to fulfill the requirements of a Bachelor Degree in Health Sciences with a concentration in Speech Language Pathology and promote the overall program goals, graduates of the Health Sciences degree at Indiana University South Bend will be able to:

- Integrate principles of speech and hearing sciences of clinical practice
- Analyze data and integrate findings within existing frameworks of speech and hearing science
- Recognize individuals' needs for diagnostic and treatment services
- Collaborate with other speech language pathology and audiology professionals

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

#### Degree Requirements (120 cr.)

Students receiving the Bachelor of Science in Health Sciences with a concentration in Speech Language Pathology must complete 120 credits including:

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (40 cr.)
- Biomedical Sciences Requirements (12 cr.)
- Social Sciences Requirement (3 cr.)
- Major Requirements (50 cr.)
- Free Electives (balance of credits needed to equal 120 cr. requirement)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C or higher.
- A minimum CGPA of 2.0 is required.

#### Major Requirements (50 cr.)

All courses are 3 cr., unless otherwise designated

#### Health Sciences Core (27 cr.)

The Health Sciences Core will begin with Introduction to Health Sciences. This will be taken along with the General Education courses and introduce students to Health Systems. All Health Sciences students will take the 18-33 credit hours of the Health Sciences core depending on the concentration.

After the first two years of General Education, students will determine which of the Health Sciences Concentrations they will complete the following courses

- ENG-W 231 Professional Writing Skills

- HSC-A 291 Service Learning in Health Sciences I; OR  
HSC-A 491 Service Learning in Health Sciences II
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics
- HSC-H 327 Introduction to Community and Public Health
- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 314 Ethics and Health Professionals

### Speech Language Pathology Concentration Core (23 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- DHYG-H 211 Head and Neck Anatomy
- HSC-P 110 Survey of Communication Disorders
- HSC-P 111 Phonetics for Speech and Hearing Sciences
- HSC-P 233 Speech and Language Development
- HSC-P 275 Human Hearing and Communication
- HSC-P 323 Speech Disorders and Their Management
- HSC-P 324 Language Disorders and Their Management

### Free Electives Electives

Photo credit | **Teresa Sheppard**

### Health Science, Sport Exercise Science

Pictured | **Justin Martin** | *Health Sciences, Sport and Exercise Science* | Bourbon, Indiana (hometown)

### Bachelor of Science in Health Sciences

#### with a concentration in Sport and Exercise Science

The Bachelor of Sciences in Health Sciences with a concentration in Sport and Exercise Science is designed for students interested in careers related to health and fitness. Students will have the ability to engage in their field of study through internships and experiential learning with local healthcare organizations. Students majoring in Sport and Exercise Science can pursue certification, apply for a variety of healthcare jobs, and pursue graduate education in fields such as: sports medicine, exercise and kinesiology, sport and fitness administration, occupational and physical therapy, and personal training.

The Health Sciences Core begins with HSC-H Introduction to Health Sciences. This will be taken along with the General Education courses and introduces students to Health Systems. All Health Sciences students will take the 21-33 credit hours of the Health Sciences core depending on the concentration. After the first two years of General Education, students will determine which of the three Health Sciences Concentrations they will complete.

### Sports and Exercise Science Concentration Objectives

To be able to fulfill the requirements of a Bachelor Degree in Health Sciences with a concentration in sports and exercise science and promote the overall program goals,

graduates of the Health Sciences degree at Indiana University South Bend will be able to:

- Design improvement plans for health and fitness
- Analyze aggregate exercise data to inform individuals and special populations of plans for health and fitness
- Evaluate exercise outcomes in both health and special populations

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, log into the Student Center at [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Health Sciences with a concentration in Sport and Exercise Science must complete 120 total credit hours including:

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (40 cr.)
- Biomedical Sciences Requirements (16 cr.)
- Social Sciences Requirements (3 cr.)
- Major Requirements (51 cr.)
- Free Electives (balance of credits needed to equal 120 cr. requirement)
- A minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C or higher.
- A minimum CGPA of 2.0 is required.

### Major Requirements (51 cr.)

#### Health Sciences Core (24 cr.)

All courses are 3 credits, unless otherwise designated

The Health Sciences Core will begin with an Introduction to Health Sciences course during the first semester. This will be taken along with the General Education courses and introduce students to careers in Health Sciences. All Health Sciences students will take 21-33 credit hours of the Health Sciences core depending on the concentration. After the first two years of General Education, students will determine which of the three Health Sciences Concentrations they will complete. The following courses are required. Students should make an appointment with their advisor for additional degree requirements. Each of the concentrations are offered as minors and post-degree certificates (courses are indicated with an asterisk (\*)).

- ENG-W 231 Professional Writing Skills
- HSC-A 291 Service Learning in Health Sciences I; OR  
HSC-A 491 Service Learning in Health Sciences II
- HSC-H 101 Introduction to Health Sciences
- HSC-H 322 Epidemiology and Biostatistics

- HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health
- HSC-H 492 Research in Health Sciences
- HSC-H 499 Senior Seminar in Health Sciences
- HSC-W 314 Ethics and Health Professionals

### Sport and Exercise Science Core (27 cr.)

- HSC-H 311 Strength and Conditioning Methods (pending approval)
- HSC-H 411 Psychosocial Behavior for Fitness and Health
- HSC-H 422 Exercise and Nutrition (pending approval)
- HSC-S 374 Exercise EKG and Health Risk Appraisal
- HSC-S 391 Biomechanics
- HSC-S 409 Physiology of Exercise (pending approval)
- HSC-S 416 Sports Management and Marketing
- HSC-S 419 Fitness Assessment and Exercise Prescription
- HSC-S 420 Exercise for Special Populations

Photo credit | **Teresa Sheppard**

### Minor in Billing and Coding

Pictured | **Joyce Whiteman** | *Health Sciences, Billing and Coding* | South Bend, Indiana (hometown)

### Minor in Billing and Coding

The billing and coding minor is designed for gaining an understanding of key coding concepts, and enhancing your future in healthcare facilities. Students will be sufficiently trained to sit for the AAPC CPC certification.

### Requirements (18 cr.)

All courses are 3 credits, unless otherwise designated.

- AHLT-R 185 Medical Terminology (2 cr.)
- HSC-M 301 Electronic Records I
- HSC-M 355 ICD Coding
- HSC-M 455 CPT Coding (pending approval)

### Select two of the following:

- HSC-A 291 Service Learning in Health Sciences I
- HSC-A 491 Service Learning in Health Sciences II
- HSC-L 230 Health Care Delivery Systems
- Other HSC course/s upon division approval

Photo credit | **Teresa Sheppard**

### Minor in Health Promotion

Pictured | **Asia Carruthers** | *Health Sciences, Health Promotion / Minor in Spanish* | South Bend, Indiana (hometown)

**Volunteer activities and affiliations** | President, Stage for Change; Vice President, Black Student Union; Member, Student Association for Civil Rights and Social Justice; Freedom Summer, Class of 2016

### Minor in Health Promotion

As we move further into the twenty-first century, the United States is placing a greater emphasis on health,

health education, health promotion, fitness and wellness programming. Understanding this greater emphasis, employers in many sectors are looking for individuals to promote wellness. This minor provides fundamental tools for providing health education in a community setting.

### Requirements (15 cr.)

All courses are 3 credits, unless otherwise designated.

- HSC-E 443 Public Health Education Methods
- HSC-H 322 Epidemiology and Biostatistics
- HSC-H 327 Introduction to Public and Community Health

### Select two of the following:

- HSC-A 291 Service Learning in Health Sciences I
- HSC-A 491 Service Learning in Health Sciences II
- HSC-F 366 Case Studies in Community Health
- HSC-H 331 Environmental Health
- HSC-H 412 Global Health
- HSC-H 492 Research in Health Sciences
- Other HSC course/s upon division approval

Photo credit | **Teresa Sheppard**

### Minor in Nutrition

Pictured | **Katelyn Freestone** | *Health Sciences* | New Carlisle, Indiana (hometown)

### Minor in Nutrition

The nutrition of our population is a growing concern. To combat this concern, the Health Sciences is offering minors in nutrition to develop students with the fundamental training to educate their peers and community on healthy diets and lifestyle choices.

### Requirements (15 cr.)

All courses are 3 credits, unless otherwise designated.

### Select three of the following:

- HPER-N 220 Nutrition for Health
- HSC-A 291 Service Learning in Health Sciences I; OR  
HSC-A 491 Service Learning in Health Sciences II
- HSC-H 102 Lifetime Wellness for Health
- HSC-N 378 Global Nutrition
- HSC-N 422 Exercise and Nutrition
- Other HSC course/s upon division approval

Photo credit | **Teresa Sheppard**

### Minor in Sport and Exercise Science

Pictured | **Justin Martin** | *Health Sciences, Sport and Exercise Science* | Bourbon, Indiana (hometown)

### Minor in Sport and Exercise Science

Many careers can be augmented by an understanding of the fundamental health concepts important for maintaining a fit lifestyle. Training in these area may pave the way toward careers as a personal or strength trainer. Students with minors in Sport and Exercise Science will be

competent to sit for the NSCA- CPT (certified Personal Trainer) exam.

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### Requirements (18 cr.)

All courses are 3 credits, unless otherwise designated.

- HSC-A 291 Service Learning in Health Sciences I; OR  
HSC-A 491 Service Learning in Health Sciences II
- HSC-H 102 Lifetime Wellness for Health
- HSC-S 311 Strength and Conditioning Methods

### Select two of the following:

- HSC-N 422 Exercise and Nutrition
- HSC-S 391 Biomechanics
- HSC-S 409 Physiology of Exercise
- HSC-S 416 Sports Management and Marketing
- Other HSC course/s upon division approval

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Photo credit | **Teresa Sheppard**

### Division of Clinical Laboratory Science

Pictured | **Ian C. Clift, Ph.D.** | *Mayo Graduate School, 2014* | Program Director of Health Sciences; and Clinical Assistant Professor of Health Sciences

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### Division of Clinical Laboratory Science

**Ian C. Clift, Ph.D. | Program Director**

**Riverside 151 | (574) 520-4187**

[www.iusb.edu/health-sci-cls.php](http://www.iusb.edu/health-sci-cls.php)

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### Faculty

- Program Director | **Clift**
- Clinical Assistant Professors | **Spinda**

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### About the Division of Clinical Laboratory Science

The Bachelor of Science (B.S.) in Clinical Laboratory Science, is Indiana University South Bend's answer to the Medical Laboratory Science needs of the Michiana Region. Providing entry-level preparation for work in the clinical laboratory performing procedures on patient-derived biological specimens. Clinical laboratory personnel are categorized according to specialty areas: blood banking, chemistry, cytology, immunology, hematology, histology, microbiology, and phlebotomy. Students participating in this program will train in the newly renovated Riverside Hall laboratory science facility and work with clinical experts at various clinical laboratory affiliate organizations.

This program was designed in accordance with the accreditation standards as promulgated by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS), the American Society for Clinical Pathology, and the American Society for Clinical Laboratory Science. This program serves new incoming students to the campus, transfer students, and students with an earned associate degree. Students majoring in Clinical Laboratory Science will have the opportunity to prepare for entry and mid-level positions in clinical labs associated with health care organizations such as hospitals, blood banks, or private or public medical offices with on-site labs. Admission requirements to the pre-CLS program are the same as standard admission requirements to IU South Bend. However, due to the maximum number of students admitted into this program and its clinical status, a separate application process will be required to enter the clinical aspects of this program; similar to other professional programs in the Vera Z. Dwyer College of Health Sciences. Please see the [Clinical Laboratory Sciences](#) web page for access to admissions packets.

### Program Goals

At the completion of the clinical laboratory science program, students will be able to:

- Synthesize the fundamental biological sciences necessary for integration into clinical laboratory diagnostics
- Have entry-level professional knowledge in the most common areas of the clinical lab, including Hematology, Clinical Chemistry, Urinalyses, Clinical Microbiology, and Blood banking
- Understand the professional, ethical, and practical responsibilities of laboratorians in the interdisciplinary health care team

- Be prepared to sit for the national certification exam offered through the ASCP BOC.

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### Undergraduate Degree Offered

- Bachelors of Science in Clinical Laboratory Science

### Clinical Laboratory Science

Pictured | **James Dishman** | *Clinical Laboratory Science* | Rochester, Indiana (hometown)

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### Bachelor of Science in Clinical Laboratory Science

Clinical Laboratory Science is Indiana University South Bend's answer to the Medical Laboratory Science needs of the Michiana Region. Providing entry-level preparation for work in the clinical laboratory performing procedures on patient-derived biological specimens. Clinical laboratory personnel are categorized according to specialty areas: blood banking, chemistry, immunology, hematology, microbiology, and phlebotomy. Students participating in this program will train in the newly renovated Riverside Hall laboratory science facility and work with clinical experts at local clinical affiliates.

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### Clinical Laboratory Science Concentration Objectives

In order to fulfill the requirements of a Bachelor Degree in Health Sciences with a concentration in health promotion and promote the overall program goals, graduates of the Health Sciences degree at Indiana University South Bend will be able to:

- Synthesize the fundamental biological sciences necessary for integration into clinical laboratory diagnostics
- Have entry-level professional knowledge in the most common areas of the clinical lab, including Hematology, Clinical Chemistry, Urinalyses, Clinical Microbiology, and Blood banking
- Understand the professional, ethical, and practical responsibilities of laboratorians in the interdisciplinary health care team
- Be prepared to sit for the national certification exam offered through the ASCP BOC

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Clinical Laboratory Science must complete 120 credits including:

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (18 cr.)
  - Biomedical Sciences Requirements (50 cr.)
  - Major requirements (52 cr.)
- 
- Major courses in the B.S. in CLS will begin with CLS-L 201 (also open to non-majors).
  - Students are required to apply officially to the program upon completion of their prerequisite courses and the majority of their co-requisite courses, typically during the summer between their sophomore and junior year.

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**Major Requirements (52 cr.)**

All courses are 3 credits, unless otherwise designated.

- CLS-C 405 Clinical Chemistry
- CLS-C 406 Chemistry Methods (2 cr.)
- CLS-C 407 Hematology
- CLS-C 408 Hematologic Methods (2 cr.)
- CLS-C 415 Advanced Clinical Chemistry: Molecular Diagnostics and Special Chemistry (pending approval)
- CLS-C 417 Advanced Hematology and Cancer (pending approval)
- CLS-E 401 General Externship (5 cr.) (taken twice) (pending approval)
- CLS-I 407 Serology and Immunohematology
- CLS-I 408 Serologic Methods (2 cr.)
- CLS-I 417 Advanced Diagnostic Immunology, Transfusion and Autoimmune Disease (pending approval)
- CLS-L 201 Introduction to the Diagnostic Laboratory
- CLS-L 420 Urinalysis (2 cr.) (pending approval)
- CLS-M 250 Clinical Laboratory Management, Ethics and Policy
- CLS-M 403 Clinical Microbiology
- CLS-M 404 Microbiological Methods (2 cr.)
- CLS-M 411 Mycology/Parasitology (2 cr.) (pending approval)
- CLS-M 413 Advanced Clinical Microbiology (pending approval)

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Photo credit | **Teresa Sheppard**

## Dental Education

Pictured | **Mallory Edmondson, M.S.D.H.** | *University of Bridgeport, 2015* | Program Director of Dental Education; and Clinical Assistant Professor of Dental Education

## Dental Education

**Mallory Edmondson, M.S.D.H.** | Director Education and Arts 1250 | (574) 520-4158 | [dental.iusb.edu](http://dental.iusb.edu)

### Faculty

- Dean | **Fisher**
- Assistant Dean | **Quimby**
- Director | **Edmondson**
- Clinical Assistant Professor | **Douglas, Edmondson**
- Senior Clinical Lecturer | **Quimby**
- Clinical Lecturers | **Peek, Lemanski**
- Faculty Emeriti | **Markarian, Yokom**

### About Dental Education

The Dental Hygiene degree program offers the Bachelor of Science (B.S.) 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, Entry Level
- Bachelor of Science in Dental Hygiene, Degree Completion

### Course Descriptions

Dental Hygiene DHYG

### Index

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- Academic Policies
- Clinical Promotion
- Academic Probation
- Withdrawal from the Dental Hygiene Program
- Leave of Absence
- Transfer Credit Hours

Photo credit | **Teresa Sheppard**

### Dental Education Information

Pictured | **Emily Somers** | *Dental Hygiene* | Garrett, Indiana (hometown)

**Volunteer activity** | Garrett Presbyterian Church

### Mission

The mission of the programs in dental education is to be a leader in providing high quality education, clinical experiences, and interprofessional collaborative

opportunities 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.

### Program Goals

At the completion of the dental hygiene program students will be able to:

1. Exhibit the highest level of professionalism.
2. Deliver high quality patient care by the use of sound judgment, critical thinking skills, and evidence based decision making.
3. 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 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 in Dental Hygiene at IU South Bend will be able to:

1. Apply didactic information through patient care.
2. Demonstrate critical thinking through writing, speaking and listening.
3. Adhere to the ethical, legal and professional codes of conduct expected of the dental hygiene practitioner.
4. Evaluate the different career roles of the dental hygienist.
5. Assess, plan, implement, and evaluate oral health community events that provide solutions to access to care and health education.

### Accreditation

The IU South Bend Dental Hygiene degree program is fully accredited by the *American Dental Association Commission on Dental Accreditation*.

### The Student's Responsibility

All universities establish academic requirements that must be met before a degree is conferred. These regulations concern such things as curricula and courses, the requirements for majors and minors, and university procedures and policies. Each student is individually responsible for fulfilling them. Advisors and faculty are available to advise students on how to meet these requirements. If the requirements have not been satisfied, the degree will be withheld pending satisfactory fulfillment. For this reason, it is important for each student to be knowledgeable of all of the requirements described in the IU South Bend Undergraduate Bulletin and the Program in [Dental Hygiene Academic Handbook](#).

Students are expected to comply with the:

- Academic Regulations and Policies of Indiana University
- Professional Codes of Conduct of the American Dental Hygienists' Association
- Standards of Practice of the American Dental Hygienists' Association
- Components of Professional Behavior of the IUSB Dental Hygiene Program

- [Dental Hygiene Program Handbook](#) and [Clinic Manual](#)

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### Dental Hygiene

The Dental Hygiene degree program offers the Bachelor of Science in Dental Hygiene degree. The bachelor degree program prepares students for not only entry into clinical practice, but also for leadership roles in the profession.

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### 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.

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### Admission Policies

#### Predental Hygiene Program

Students are admitted as Health Sciences students while they are completing prerequisite courses for the Bachelor of Science in Dental Hygiene. The student services staff of the Vera Z. Dwyer College of Health Sciences provides academic advising for all Dwyer College of Health Sciences students. Call (574) 520-4571 to make an appointment with an advisor.

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### Professional Program

One cohort is admitted into the Dental Hygiene degree program each year to begin the course of study in the fall. Admission criteria is established by the administration and faculty of the Division of Dental Education. Evaluation of application materials is reviewed by the Vera Z. Dwyer College of Health Sciences APG Committee. An application for admission to the Dental Hygiene degree program must be completed and returned to Dental Education by March 1.

Each applicant is evaluated on the basis of academic preparation and record.

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### Criteria for Admission Eligibility

#### Students must

- Be admitted or is eligible for admission to Indiana University. IU South Bend 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.
- No more than three program required courses may be repeated, of which only two prerequisite science courses.
- Complete a 300-word typed response to a question posed by the Admissions, Progression and Graduation Committee. Contact the department for the questions.

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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 Behavior of the IU South Bend Dental Hygiene degree program, the Vera Z. Dwyer College of Health Sciences Student Policy and Procedures Manual, and the Standards of Practice of the American Dental Hygienists' Association.

- Students admitted to the Dental Hygiene degree program should consult the program handbook and 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 221, 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-progression. Out-of-progression 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 reinstatement.

---

### 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 221 Clinical Dental Hygiene Procedures
- 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 222 Advanced Clinical Dental Hygiene Procedures
- DHYG-H 301 Clinical Practice II
- DHYG-H 306 Radiology Lab II

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### Withdrawal and Course Drop from the Dental Hygiene Program

Students who withdraw from the Dental Hygiene degree program and/or course once admitted into the clinical 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.

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Photo credit | **Teresa Sheppard**

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### Dental Education Information

Pictured | **Hannah Ashburn** | *Pre-Dental Hygiene* | Mishawaka, Indiana (hometown)

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### 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.

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### 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.

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### 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.

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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:** Follow APG policy C-23 Reinstatement to the Vera Z. Dwyer College of Health, Sciences Majors
  - **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:

Successfully demonstrate skill competencies and course objectives for DHYG-H 218 Fundamentals of Dental Hygiene.

Validation for DHYG-H 300 Clinical Practice A-S II-Summer:

Successfully demonstrate skill competencies and course objectives for DHYG-H 219 Clinical Practice I and DHYG-H 305 Radiology Clinic

Validation for DHYG-H 301 Clinical Practice II:

Successfully demonstrate skill competencies and course objectives for DHYG-H 300 Clinical Practice A-S.

Validation for DHYG-H 302 Clinical Practice III:

Successfully demonstrate skill competencies and course objectives for DHYG-H 301 Clinical Practice 2 and DHYG-H 306 Radiology Clinic 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.

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### Validation Policies

In the event that the student fails the validation attempt 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 during the next course offering. All validation procedures must occur within one semester prior to enrolling in a course.

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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.

Photo credit | **Teresa Sheppard**

## Dental Hygiene Gen-Ed Requirements

### BS in Dental Hygiene

Pictured | **Mohammed Hamad Balhareth** | *Dental Hygiene* | Najran City, Saudi Arabia (hometown)  
**Volunteer activities and affiliations** | Office of International Studies

### About the Bachelor of Science 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 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

### 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.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

[Degree Map](#) >>

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

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (34 cr.)
- Biomedical Sciences Requirements (16 cr.)
- Social Sciences Requirements (3 cr.)

- Major concentration requirements (65 cr.)

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

### Major Requirements (65 cr.)

All courses are 3 credits, unless otherwise designated.

- DHYG-H 205 Medical and Dental Emergencies (1 cr.)
- DHYG-H 206 General Pathology I (2 cr.)
- DHYG-H 211 Head and Neck Anatomy
- DHYG-H 214 Oral Anatomy, Histology, and Embryology (2 cr.)
- DHYG-H 215 Pharmacology/Therapeutics—First Year (2 cr.)
- DHYG-H 217 Preventive Dentistry
- DHYG-H 218 Fundamentals of Dental Hygiene (4 cr.)
- DHYG-H 219 Clinical Practice 1
- DHYG-H 221 Clinical Dental Hygiene Procedures (2 cr.)
- DHYG-H 222 Advanced Clinical Hygiene Procedures (2 cr.)
- DHYG-H 224 Oral Histology and Embryology (1 cr.)
- DHYG-H 240 Introduction to Dental Ethics (2 cr.)
- DHYG-H 250 Local Anesthesia and Pain Control (2 cr.)
- DHYG-H 300 Clinical Practice A-S (4 cr.)
- DHYG-H 301 Clinical Practice 2 (4 cr.)
- DHYG-H 302 Clinical Practice 3 (4 cr.)
- DHYG-H 303 Radiology (2 cr.)
- DHYG-H 304 Oral Pathology—2nd Year (2 cr.)
- DHYG-H 305 Radiology Clinic (1 cr.)
- DHYG-H 306 Radiology Clinic II (1 cr.)
- DHYG-H 307 Radiology Clinic III (1 cr.)
- DHYG-H 308 Dental Materials (2 cr.)
- DHYG-H 312 Radiology Lecture II (1 cr.)
- DHYG-H 320 Practice Management Ethics, and Jurisprudence (1 cr.)
- DHYG-H 321 Periodontics (2 cr.)
- DHYG-H 400 Evidence-Based Decision Making
- DHYG-H 444 Bachelor Degree Capstone Course
- DHYG-H 497 Topics in Dental Hygiene (1 cr.)
- HSC-H 477 Community Assessment and Program Planning
- HSC-H 478 Evaluation of Health Promotion Programs

Photo courtesy of the Vera Z. Dwyer College of Health Sciences

### Dental Hygiene Completion

Pictured | **Daisy Jaimes** | *Dental Hygiene* | Plymouth, Indiana (hometown)

Photo courtesy of the Vera Z. Dwyer College of Health Science

## About the Bachelor of Science in Dental Hygiene, Degree Completion

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 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

### Bachelor of Science in Dental Hygiene, Degree Completion

The Bachelor of Science in Dental Hygiene degree completion program provides an opportunity for licensed 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. The degree 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

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Admission Policies

Graduates from an accredited degree program holding the Associate of Science in Dental Hygiene, and a current 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.

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

### What Students Should Know

- 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.
- 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 IU 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 IU South Bend program need to take additional approved bridge course electives at IU South Bend to add up to the 90 credits prior to enrolling in the following BSDH degree completion courses.

### Degree Requirements (31 cr.)

[Degree Map](#) >>

Students receiving the Bachelor of Science in Dental Hygiene must complete 31 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (13 cr.)
- Common Core | Select from approved 390 course list
- Fundamental Literacies
- Computer Literacy (3 cr.)
- Quantitative Reasoning (3 cr.)
- Research-Related Course | see advisor for approved course list (3 cr.)
- Information Literacy | COAS-Q 110 Information Literacy (1 cr.)
- Required Dental Hygiene courses (12 cr.)

- Electives (6 cr.)
- 

## Radiography and Medical Imaging

- A minimum of 30 credit hours 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 an 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 Dental Hygiene Courses (12 cr.)**

- DHYG-E 443 Public Health Education Methods
  - DHYG-H 410 Management Strategies for the Dental Hygiene Professional
  - DHYG-H 412 Global Health
  - DHYG-H 444 Bachelor Degree Capstone Course
- 

### **Electives (6 cr.)**

- Upper division courses (300-400 level)
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Photo credit | **Teresa Sheppard**

## Radiography and Medical Imaging

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### Admissions and General Information

Pictured | **Payton Walter** | *Radiography* | Goshen, Indiana (hometown)

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### Admissions and General Information

#### Program Application Deadline

Every calendar year, at the end of the fall term prior to their anticipated year of entry into clinicals, pre-radiography students apply for the clinical/professional program from January 2 to the March 1 deadline. (All students must meet specific academic guidelines and criteria to be certified by the department as an eligible candidate for that upcoming year's program.) Applications are available in the advising center (only during that time frame), Northside Hall 416.

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#### Required Admission Materials

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), campus enrollment status, repeat factor, and a personal statement (essay). A maximum of 20 students are admitted each summer session II.

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#### Admission Rating System

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 4.0 scale as follows:

- Application Grade Point Average (AGPA): the average of the sum of the courses listed on the application.
- Math and Science GPA: the average of the math and science courses listed on the application.
- Campus Enrollment Status:
  - 4- IU South Bend applicants who have taken 85-100% of courses listed on the application at IU South Bend
  - 3- Applicants from other IU campuses and consortium universities
  - 2- Applicants from community colleges
  - 1- Applicants who have taken more than five (5) credit hours of required sciences at another college or university
- -Repeat Factor:
  - 4- No required general education or science course repeats
  - 3- One (1) required general education course repeat
  - 2- One (1) science repeat course which would include lecture and/or lab
  - 1- More than one (1) science and/or one (1) general education course repeat
- Personal statement (Essay):
  - 4- Excellent
  - 3- Good
  - 2- Average
  - 1- Poor

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 three opportunities to decline admission in writing prior to losing their eligibility to apply.

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#### Volunteer Experience

Although not a requirement, volunteer experience is recommended and is very helpful in making a career choice.

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#### 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. For additional information, please contact the program director.

Students are responsible for applying for the criminal history background check and all fees associated with the check upon their application for the clinical program.

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#### 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.

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#### 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.

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### Admission Standards

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 progression issues 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.

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### Technical Standards

The IU South Bend Radiography Program has specified essential abilities or technical standards that are 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 a cart, wheelchair, or an 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 essential abilities or technical standards form is sent to each applicant to review and sign, certifying that they can meet those standards.

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### 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.

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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 the 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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### Clinical Placements

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 (A.S.) degree program. The number of clinical/professional students admitted each summer session II is dependent upon the number of clinical placements available at affiliated agencies.

Clinical agency sites include

- Community Hospital of Bremen
- Elkhart General Hospital
- Goshen Hospital
- Kosciusko Community Hospital
- Memorial Hospital
- Memorial Lighthouse Medical Imaging Center
- Saint Joseph Health System—Mishawaka
- Saint Joseph Health System—Plymouth
- Saint Joseph Health System—Medical Imaging Center, South Bend

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### 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.*

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### Awards

The program faculty recommends graduating students with superior academic performance for degrees awarded with distinction. Also each year, an outstanding student is

presented the IU South Bend Outstanding Student Award for Clinical Excellence.

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### Graduation Requirements

Satisfactory completion of 81+ credit hours, to include 23 credit hours of general-education courses and 58 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.

Photo credit | **Teresa Sheppard**

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### Dwyer College of Health Sciences General Education Requirements

Pictured | **Kaitlin Dougherty** | *Radiography* | Osceola, Indiana (hometown)

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### Division of Radiography

### General Education and Common Degree Requirements

#### Fundamental Literacies

##### Writing

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

##### Critical Thinking

##### Oral Communication

##### Visual Literacy

##### Quantitative Reasoning

- MATH-M 107 College Algebra

##### Information Literacy

##### Computer Literacy

##### Common Core Courses

##### Contemporary Social Values

Photo credit | **Teresa Sheppard**

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### Preradiography Program

Pictured | **Elizabeth Young** | *Radiography* | La Porte, Indiana (hometown)

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### Program Planning

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.

### Preradiography Program

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 and advised through the Student Services Office within the Vera Z. Dwyer College of Health Sciences. Students should call (574) 520-4571 to schedule an appointment with an advisor.

### One Repeat Policy

The IU South Bend Radiography and Medical Imaging Technology Programs mandate that all pre- and clinical/professional students achieve a minimum grade of C (P/Pass or S/Satisfactory) in any course a student may be required to take based upon their admittance status to the IU South Bend campus, placement exam scores, prerequisites, and general education course work. Students receiving a deficit grade (C- or below or U/UN/Unsatisfactory) in their first attempt of a required course must earn a minimum grade of C (P/Pass or S/Satisfactory) for their second completed attempt. Students who do not successfully complete a minimum grade of C (P/Pass or S/Satisfactory) in their second attempt for the course are ineligible to continue in the IU South Bend Radiography/Medical Imaging Technology Programs. This is applied at the time of program application and must be maintained. (Transfer grades must meet the minimum IU standard of C)

### 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 minimum grade of C

If a student has completed human anatomy and physiology at another college or IU system campus, or if additional information is required, they should 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.

### 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.

### Completion of 20 Credit Hours

Students are required to complete a minimum of 15 credit hours of general-education coursework with a minimum grade of C 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 with a minimum grade of C must be completed by the end of the first summer session in the year of application.

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### 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 Admission Grade Point Average (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 introductory, 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 Indiana University's minimum grade 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

To be considered for admittance into the clinical program, students *must have a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale for all work completed*. 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. This requirement is applied at the time of program application and must be maintained. (Transfer grades must meet the minimum IU standard of C).

### Transfer Students

#### Transfer Credit Policy

Due to the competitive nature of application to our clinical program, a student must weigh the benefits of using transfer credit courses versus retaking the required general education course work within the IU system. If you have any questions about the transfer process, please contact the radiography department at (574) 520-4504.

For students seeking to use transfer credits from within the IU System and/or outside institutions to meet the required general education course work for the Associate of Science degree in Radiography (ASR), the following policy applies:

- **Minimum 2.5 Cumulative Grade Point Average (CGPA)** | Students must have a minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale for all work completed to be considered for admittance into the pre-radiography program. (Per IU academic policy, only grades earned at an IU system campus can be used to calculate the IU GPA for admittance consideration).  
If a student is seeking to use transfer credits from an outside institution(s) to meet the general education course requirements for the ASR degree and that institution's CGPA does not meet the minimum 2.5 criterion, the student will be deemed a "probationary provisional student," and the following requirement will be applied at the time of their program application and must be maintained.

(Transfer grades must meet the minimum IU standard of C).

- **Provisional Student** | To be considered a fully qualified pre-radiography admit, the student must demonstrate their ability to achieve academic success by completing a minimum 9 credit hours of required general education course work at IU South Bend with a minimum CGPA of 2.5 or higher. To meet the IU South Bend Vera Z. Dwyer College of Health Sciences and IU academic educational standards, all grades must be a minimum of C. This is applied at the time of program application and must be maintained.
- **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 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 Admissions office. Preradiography courses completed at another university must be evaluated by the Admissions office for transfer equivalents and student placement.

Photo credit | **Teresa Sheppard**

### Radiography Information

Pictured | **Cassandra Gonzalez** | *Radiography* | Bremen, Indiana (hometown)

### About the Radiography Program

The Radiography Program is a 34+ month program that prepares the radiography student to become a competent diagnostic radiographer. The clinical/professional program is presented in a full-time, day format, with minimal weekend and evening clinical education. 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.

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.

### Mission

The mission of the Radiography Program is to provide our students with a comprehensive education in Radiography to prepare them to become clinically competent radiographers who will conduct themselves in

a professional manner during their practice of diagnostic radiography. The student will be acquainted with all available methods of instruction in clinical and didactic radiography, to include the cognitive (problem solving, critical thinking, and verbal and written communication), psychomotor, and affective domains. Upon graduation, the student is to be sufficiently prepared to successfully pass the American Registry of Radiologic Technologists certification examination.

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### Philosophy

The program is based on the belief that the student radiographer should experience as many forms of educational opportunity as possible in both the didactic and clinical setting as part of their student learning environment. In times of change in the healthcare field, the student needs to be given the necessary skills to adapt to constant change. It is our belief that general education course work in English composition, mathematics, human anatomy and physiology, public speaking, and medical terminology will enhance the abilities of the graduate technologist while the attainment of the associate degree will evaluate their professional status.

The program functions in partnership with the University and the medical facilities within the regionally served community. One part of this partnership involves on-site clinical education sites for our students. The second part involves the responsibility of the Radiography program to provide the community with clinically competent graduate radiographers who will model proper professional behaviors. The students, the community, and the University benefit in an environment of trust and cooperation between all involved parties.

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### Program Objectives

- To successfully prepare the student to become a clinical competent diagnostic radiographer
- To furnish the student with exceptional educational experiences which will lead them to conduct themselves in a professional manner during their practice of diagnostic radiography
- To supply the student with appropriate educational opportunities which will avail them to think critically and solve problems skillfully
- To provide the student with excellent instructional contingencies in the areas of verbal and written communication which will give them the necessary skills to communicate in both forms proficiently
- To sufficiently prepare the student to successfully pass the American Registry of Radiologic Technologists professional certification examination

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### Program Goals

At the completion of the Radiography Program students will be able to:

- Function as a clinically competent diagnostic radiographer
- Demonstrate professional behaviors that comply with the American Society of Radiologic Technologists *Code of Ethics* during their practice of diagnostic radiography
- Display the ability to employ critical thinking and problem solving skills that will enhance their procedural capabilities during the performance of radiographic examinations

- Demonstrate effective verbal and written communication skills in relationships with their patients, physicians, peers, and other involved parties
- Pass the American Registry of Radiologic Technologists certification examination on their first attempt
- Apply knowledge of the principles of radiation protection according to ALARA standards to the patient, oneself, and others
- Apply knowledge of anatomy, positioning, and radiographic techniques to accurately demonstrate anatomical instructions on a radiograph
- Determine appropriate exposure factors to achieve optimum radiographic technique with a minimum radiation dosage to the patient
- Examine radiographs to evaluate exposure factors, patient positioning, and overall diagnostic quality
- Exercise discretion and judgment while providing outstanding patient care during the performance of diagnostic radiography procedures
- Recognize emergency patient conditions and initiate lifesaving first aid
- Recognize the importance of continued education and active membership in professional organizations for personal development and professional growth

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### Accreditation

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

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### The Student's Responsibility

All universities establish academic requirements that must be met before a degree is conferred. These regulations concern such things as curricula and courses, the requirements for majors and minors, and university procedures and policies. Each student is individually responsible for fulfilling them. Advisors and faculty are available to advise students on how to meet these requirements. If the requirements have not been satisfied, the degree will be withheld pending satisfactory fulfillment. For this reason, it is important for each student to be knowledgeable of all of the requirements described in the [IU South Bend Undergraduate Bulletin](#) and the [AS in Radiography Program Handbook](#).

Students are expected to comply with the:

- Academic Regulations and Policies of Indiana University
- American Society of Radiologic Technologists Codes of Ethics
- Components of Professional Behavior of the IUSB Radiography Program
- Indiana University of South Bend [Radiography Program Student Handbook](#)

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### 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. Please see the [Radiography Program Student Handbook](#) for details of the Code of Ethics.

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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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### Indiana State Certification

Indiana State certification is required to operate a unit that produces ionizing radiation. The state accepts the ARRT registry for certification.

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Photo credit | **Teresa Sheppard**

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## Medical Imaging Technology Program

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### Medical Imaging Technology Information

Pictured | **Kayla Butera** | *Radiography* | Tavares, Florida (hometown)

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### Bachelor of Science in Medical Imaging Technology

#### Program Description

To begin the B.S. in Medical Imaging Technology (BSMIT), students must have certification in radiography (ARRT), nuclear medicine (ARRT or NMTCB), sonography (ARRT or ARDMS), or radiation therapy (ARRT). To graduate with the B.S. in Medical Imaging Technology, students must complete a total of 120 semester credit hours. They will gain knowledge and skills in the following core areas: Medical Imaging Technology Principles and Procedures, Cross-Sectional Anatomy, Sectional-Imaging Pathology, and a Capstone Course.

The BSMIT program consists of all online classes, with the exception of some ultrasound courses, clinical practicums, or internships. A clinical practicum has 24-34 hours of clinical experience each week and can be completed in 2 semesters (fall and spring) for all modalities except ultrasound. Ultrasound continues through the summer session for a total of 4 semesters. The BSMIT program is flexible in scheduling clinical practicums and allows students to take online courses.

If a student already has a post-primary certification in another modality, the student is able to receive special credit in place of the clinical practicum (12 credit hours). Internships are currently being developed and are evaluated between the program director and the student.

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#### Mission Statement

The mission of the Medical Imaging Technology Program is to provide our students with a comprehensive education in medical imaging technology. The student will be provided with a broad experience of medical imaging technology to be able to graduate clinically competent, be able to effectively communicate, demonstrate critical thinking skills, and display professional behaviors. Upon graduation from the program, the students will have obtained the education requirements needed for the appropriate national professional certification examination to practice medical imaging in the regionally served community.

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#### 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.

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#### Program Goals

1. The student will graduate clinically competent.
2. The student will be able to effectively communicate.
3. The student will display critical thinking skills.

4. The student will exhibit professional behaviors.

### Objectives and Outcomes

Upon successful completion of the BSMIT Program, graduates technologists will:

- demonstrate critical for problem-solving, rational inquiry and intellectual curiosity
- effectively communicate and is capable of relaying accurate information to a healthcare team
- practice ethical behavior in the clinical setting
- display cultural competence to a variety of individuals encountered in the health care setting
- explain the basic imaging principles for a variety of imaging modalities.
- compare and contrast the various modalities in terms of radiation sources, uses, and safety
- discuss the history of the medical imaging profession
- analyze new uses and new procedures in medical imaging
- identify anatomical structures of the head, thorax, abdomen and extremities
- describe relationships of structures to one another
- discuss the difference appearance of anatomy from one modality to another
- explain the different disease states that are seen or treated within the field of radiology
- determine which radiologic procedures are used in the diagnosis and treatment of various disease states
- analyze how physicians use patient data and images for use in patient case management

### Program Planning

All provisions of this publication are in effect as soon as a student begins the Bachelor of Science in Medical Imaging Technology (BSMIT) Program. 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.

### 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-BSMIT 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 BSMIT degree while pursuing their associate degree.)

Students who received an associate degree from an accredited program will be considered transfer students for the purpose of fulfilling the campuswide general education requirements at IU South Bend. 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 program faculty if pursuing a clinical practicum.
- Complete an accredited Associate of Science in Radiography or similar degree and submit an official transcript to the IU South Bend admissions office for a transfer credit audit.
- Submission of evidence of certification radiography (ARRT), nuclear medicine (ARRT or NMTCB), sonography (ARRT or ARDMS), or radiation therapy (ARRT). All certification must be in good standing.
- All students 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 2.0 on a 4.0 scale for all coursework completed.
- Must have a minimum 2.0 GPA on a 4.0 scale for all entry-level clinical professional training.

### Specific Quantitative Admission Criteria for the BSMIT Clinical Professional Program

Students must attain a minimum CGPA of 2.0 on a 4.0 scale for all course work completed. For all entry level clinical training (didactic and clinical experience practicum) a student is required to maintain a minimum 2.0 GPA on a 4.0 scale for the entire program.

Must have a minimum 2.0 GPA on a 4.0 scale for all entry-level clinical professional training.

### Certifications and Licensure

Before beginning the BSMIT, program students must be registered in radiography (ARRT), nuclear medicine (ARRT or NMTCB), sonography (ARRT or ARDMS), or radiation therapy (ARRT).

### Clinical Regulations and Policies

Clinical field experience are taught off campus which include Memorial Hospital, Saint Joseph Health System in Mishawaka and Plymouth, Elkhart General Hospital, Goshen Health, Kosciusko Community Hospital, and the MRI Center.

All students should be able to meet the technical standards for the BSMIT program. A drug screen and clinical background check must be completed before entering the program.

The ARRT requires a specific number of repetitions across all selected procedure categories to be eligible to sit for the national registry exam. The number of repetitions is attainable over the course of designated clinical semesters; however some students may not be able to complete all the required repetitions to apply for the registry. It will therefore be the responsibility of the student to acquire all necessary repetitions on his or her own time. Post-graduation repetitions will require the signature of a registered technologist or radiologist for verification. It will be the responsibility of the student to ensure that proper documentation is attained for these repetitions.

### Criminal History Background Checks (BSMIT)

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.

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### 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.

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### Drug Policy

All students admitted to the BSMIT 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.

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### Transfer Students Transfer Credit Policy

Due to the competitive nature of application to our clinical program, a student must weigh the benefits of using transfer credit courses versus retaking the required general education course work within the IU system. For students seeking to use transfer credits from within the IU System and/or outside institutions to meet the required general education course work for the Bachelor of Science degree in Medical Imaging Technology (BSMIT), the following policy applies:

#### Minimum 2.0 cumulative grade point average (CGPA)

| Students must have a minimum cumulative grade point average (CGPA) of 2.0 on a 4.0 scale for all work completed to be considered for admittance into the pre-medical imaging technology program.

If a student is seeking to use transfer credits (*per approval by the Indiana University South Bend Radiography/Medical Imaging Department*) from an outside institution(s) to meet the general education course requirements for the BSMIT degree and that institution's CGPA does not meet the minimum 2.0 criterion, the student will be deemed a "probationary provisional student," and the following requirement will be applied at the time of their program application and must be maintained (transfer grades must meet the minimum IU standard of C).

**Probationary Provisional Student** | To be considered a fully qualified pre-medical imaging technology admit, the student must demonstrate their ability to achieve academic success by completing a minimum nine credit hours of **required** general education course work at IU South Bend with a minimum CGPA of 2.0 or higher. To meet the IU South Bend Vera Z. Dwyer College of Health Sciences and IU academic educational standards, all grades must be a minimum of C. This is applied at the time of program application and must be maintained.

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### 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.

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### One Repeat Policy

The IU South Bend Radiography and Medical Imaging Technology Programs mandate that all pre- and clinical/professional students achieve a minimum grade of C (P/Pass or S/Satisfactory) in any course a student may be required to take based upon their admittance status to the IU South Bend campus, placement exam scores, prerequisites, and general education course work. Students receiving a deficit grade (C- or below or U/UN/Unsatisfactory) in their first attempt of a required course must earn a minimum grade of C (P/Pass or S/Satisfactory) for their second completed attempt. Students who do not successfully complete a minimum grade of C (P/Pass or S/Satisfactory) in their second attempt for the course are ineligible to continue in the IU South Bend Radiography/Medical Imaging Technology Programs. This is applied at the time of program application and must be maintained. (Transfer grades must meet the minimum IU standard of C).

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### Reinstatement and Withdrawals

Students who withdraw from the BSMIT Program must meet with program faculty for an exit meeting within seven days of the withdrawal. Students are required to turn-in all ID badges, agency parking permits and any and all equipment that belongs to the program and its clinical affiliates.

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### Progression and Graduation Policies

In order to graduate, the student must:

- receive a passing grade of C or above in all didactic and clinical courses
- pay all fees
- have all Clinical Experience time completed

- not be on academic or clinical probation
- complete all required clinical rotations
- complete all required clinical objectives for each clinical rotation
- fulfill all clinical competency requirements of the BSMIT Program in accordance with established professional standards

Satisfactory completion of the general education, didactic, and clinical experience course work. All coursework must be completed in compliance with the academic and professional policies of the program and school.

Photo credit | **Teresa Sheppard**

### AS Curriculum

Pictured | **Branden Pratt** | *Radiography* | South Bend, Indiana (hometown)

### About the Radiography Program Professional 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 responsibilities 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, hospitalists, 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.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all Dwyer College of Health Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (81 cr.)

#### [Degree Map >>](#)

Students receiving the Associate of Science in Radiography must complete 81 total credit hours, in the order specified by faculty, including:

- IU South Bend Vera Z. Dwyer College of Health Sciences General Education Curriculum (6 cr.)

- Fundamental Literacies | ENG-W 131 Reading, Writing, and Inquiry I
- Oral Communication | SPCH-S 121 Public Speaking
- Biomedical Sciences Requirements (11 cr.)
- Major and Elective Requirements (59 cr.)
- Additional Degree Requirements (5 cr.)

- Courses in the Professional Program are sequential and must be taken in the order specified by the program faculty.
- Total credit hours do not include introductory collegiate classes nor any course mandated by placement exam scores, admission status, and prerequisite criteria.

### Major and Elective Requirements (59 cr.)

All courses are 3 credit hours, unless otherwise designated.

- AHLT-R 100 Orientation to Radiographic Technology
- AHLT-R 101 Radiographic Procedures I
- AHLT-R 102 Principles of Radiography 1
- AHLT-R 103 Introduction to Clinical Radiography (2 cr.)
- AHLT-R 180 Radiographic Procedures Laboratory (1 cr.) (Pending final approval)
- AHLT-R 181 Clinical Experience in Radiography
- AHLT-R 182 Clinical Experience—Radiography
- AHLT-R 200 Pathology (2 cr.)
- AHLT-R 201 Radiographic Procedures II
- AHLT-R 202 Principles of Radiography 2
- AHLT-R 205 Radiographic Procedures III
- AHLT-R 207 Seminar (2 cr.)
- AHLT-R 208 Topics in Radiography (2 cr.)
- AHLT-R 222 Principles of Radiography 3
- AHLT-R 250 Physics Applied to Radiology
- AHLT-R 260 Radiobiology and Protection
- AHLT-R 281 Clinical Experience-Radiography (4 cr.)
- AHLT-R 282 Clinical Experience IV (4 cr.)
- AHLT-R 283 Clinical Experience V (4 cr.)
- AHLT-R 290 Comprehensive Experience (4 cr.)

### Additional Degree Requirements (5 cr.)

- AHLT-R 185 Medical Terminology (2 cr.)
- MATH-M 107 College Algebra

Photo credit | **Teresa Sheppard**

### BS in Medical Imaging Technology

Pictured | **Presley Gee** | *Radiography* | North Liberty, Indiana (hometown)

**Club affiliation** | Honors Program

### About the Bachelor of Science in Medical Imaging Technology

To start the Bachelor of Science in Medical Imaging Technology (BSMIT), students must have certification in radiography (ARRT), nuclear medicine (ARRT or NMTCB), sonography (ARRT or ARDMS), or radiation therapy (ARRT). To graduate with the BSMIT, a total of 120-credit hours must be completed. Students gain knowledge and skills in the following core areas: Medical Imaging Technology Principles and Procedures, Cross-

Sectional Anatomy, Sectional-Imaging Pathology, and a Capstone Course.

The BSMIT program consists of all online classes, with the exception of some ultrasound courses, clinical practicums, or internships. A clinical practicum has 24-34 hours of clinical experience each week and can be completed in two semesters (Fall and Spring) for all modalities except ultrasound. Ultrasound continues through the summer session for a total of four semesters. The BSMIT program is flexible in scheduling clinical practicums and allows students to take online courses.

If a student already has a post-primary certification in another modality, the student is able to receive special credit in place of the clinical practicum (12 credit hours). Internships are currently being developed and are evaluated between the program director and the student.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Science medical imaging students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### General Education Curriculum

Courses from accredited schools can be transferred and applied to the BSMIT. 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 and 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 BSMIT Clinical Program application requirements.

Students who received an associate degree from an accredited program will be considered transfer 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](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Medical Imaging Technology must be a graduate of an accredited degree program and complete the following for a total of 120 credit hours (ultrasound students have an additional 8 credit hours):

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (9 cr.)
- Computer Literacy (3 cr.)
- Diversity in United States Society (3 cr.)
- Common Core | select from approved 390 or 399 course list (3 cr.)

- Associate of Science Completion (81 cr.)
- Clinical Professional Course Requirements (30 cr.)

- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C or higher.
  - A minimum CGPA of 2.0 is required.
  - All courses are online unless pursuing Ultrasound

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Photo credit | **Teresa Sheppard**

## School of Nursing

Pictured |

### School of Nursing

**Teresa Dobrzykowski, Ph.D. | Assistant Dean**  
**Northside 456C | (574) 520-4569 |**  
[healthsciences.iusb.edu](http://healthsciences.iusb.edu)

#### Faculty

- Dean | **T Fisher**
- Assistant Dean | **Dobrzykowski**
- Associate Professors | **Dobrzykowski, Sofhauser**
- Assistant Professors | **S. Jones, Pajakowski, B. White, Wolfram**
- Clinical Assistant Professors | **Catto, Haithcox, Hawkins, Mentag, Vlaeminck, Zellers**
- Visiting Clinical Assistant Professor | **Mack**
- Clinical Lecturers | **Flora, Imes, Keith, LaLime**
- Director of MSN Program | **Vlaeminck**
- Director of Health and Wellness Center | **Dobrzykowski**
- Faculty Emeriti | **Basolo-Kunzer, Henry**

#### Undergraduate Degrees Offered

- Bachelor of Science in Nursing
- RN-BSN

#### Minor Offered

- Minor in Complementary Health

#### Graduate Degrees Offered >>

- Master of Science in Nursing, Family Nurse Practitioner

#### Course Descriptions

Nursing NURS

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#### Nursing Information

Pictured | **Tayjah Jenkins** | *Bachelor of Science in Nursing* | Chicago, Illinois (hometown)

#### School of Nursing

##### General Information

The IU South Bend campus offers the Bachelor of Science in Nursing (BSN), options for Registered Nurses (RN), and Master of Science in Nursing (MSN) 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 for the undergraduate program and 2015 for the graduate program.

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, RN 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 Vera Z. Dwyer College of Health Sciences Advising Center 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.

### **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.
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 Board in the Vera Z. Dwyer College of Health Sciences for review at least two months prior to matriculation into the nursing major.

### 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 Vera Z. Dwyer College of Health Sciences 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 in the Fine Arts Building Rooms 109-114.

### 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).

Photo credit | **Teresa Sheppard**

### Clinical Regulations

Pictured | **Faythe Bashaw** | *Bachelor of Science in Nursing* | New Carlisle, Indiana (hometown)

### Clinical Regulations

#### Bachelor of Science in Nursing Student Policy Handbook

All nursing students are provided with a Bachelor of Science in Nursing (BSN) 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 BSN 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 BSN 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 BSN 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.

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#### **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 BSN 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 BSN 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 BSN Student Policy Handbook for details and estimated prices.

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#### **Health Insurance**

Undergraduate and graduate students are responsible for all financial costs of health/medical care related to or resulting from injury or accidents while engaged in course related experiences. These experiences may occur in the classroom, learning laboratory, or practice setting. Therefore, all undergraduate and graduate students are required to carry health insurance while they are enrolled in courses in your major or discipline or study track. Students will not be allowed to participate in major course experience without adequate documentation of current health insurance. 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.

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### 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 BSN 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.

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### 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.

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### 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.

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**Photo credit** | Teresa Sheppard

## BS in Nursing

Pictured | **Heather Sharkey** | *Bachelor of Science in Nursing* | Mishawaka, Indiana (hometown)

### Bachelor of Science in Nursing

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#### BSN Information

Pictured | **Kailee Conant** | *Bachelor of Science in Nursing* | Atlanta, Michigan (hometown)

### Bachelor of Science in Nursing

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.

Beginning Spring 2018, students admitted to Indiana University South Bend who are interested in pursuing a baccalaureate degree in nursing will follow the degree map/plan of study for our revised curriculum. Our revised curriculum allows the student to complete the general education and prerequisite courses for the nursing major in the first two years of full-time study, during which students must engage in coursework with other students across the Dwyer College of Health Sciences and the university. This allows for the exchange of knowledge, development of professional communication and networking, and the generation of ideas and creativity required in healthcare today and in the future. The last two years of full-time study is concentrated on evidence-

based nursing theoretical, scholarly, and practice-oriented coursework in a wide variety of settings.

[Vera Z. Dwyer College of Health Sciences Student Policies and Procedures](#) >>

#### Mission, Goals, and Program Outcomes

The mission of the Indiana University South Bend School of Nursing is to prepare holistic, caring, ethical professional nurses who respect the uniqueness of each individual and who provide safe, competent healthcare to meet the needs of the individual, family, and community.

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, BSN Student Policy Handbook and School of Nursing policy updates for additional policies governing their academic standing.

#### Admission, Progression, and Graduation Board

Comprised of college faculty, the Admission, Progression, and Graduation (APG) Board addresses student concerns and issues related to admission, progression through, and

graduation from the degree programs offered by the Vera Z. Dwyer College of Health Sciences.

### 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 | 3.90  
High Distinction | 3.80  
Distinction | 3.65

### 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 BSN 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 probation	2.0 and above

### Good Standing

To remain in good standing, nursing and pre-nursing 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

### 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 BSN application for admission. See BSN 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.

### Probation

#### Academic Probation

A pre-nursing 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.

### Dismissal

A pre-nursing 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 College APG Board on the campus of enrollment. Nursing student dismissal is subject to the appeal process on the campus of enrollment.

### Reinstatement

Students who have been dismissed and desire reinstatement must submit a written request for reinstatement to the College APG Board. The written request must be submitted by May 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 Board 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 Board 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 BSN 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 an academic 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 3.0 on a 4.0 scale. Although a 3.0 AGPA is the minimum required for application, admission is competitive and a higher AGPA may be required in a given application pool.
- Maintenance of a science GPA of no less than 2.7 on a 4.0 scale. Although a 2.7 SGPA is the minimum requirement for application, admission is competitive and a higher SGPA 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 Reading, Writing, and Inquiry I
  - 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 second 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 one opportunity 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.

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### 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.

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### 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 RN to BSN program.

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### Transfer Students Intercampus Transfer

Nursing students in good academic standing may seek intercampus transfer by petitioning the APG Board 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 Board 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 an intercampus transfer form found on their Registrar's site, a completed IU South Bend School of Nursing Clinical Transfer Application, available from the Advising Center and required supporting documentation. Applications must be received by April 1 for fall; October 1 for spring. The application will be reviewed and then forwarded to the APG Board for final approval at the end of the semester prior to requested term of enrollment. Admission is based on space availability in the clinical program.

### Transfer from Non-Indiana University Nursing Program

Nursing students in good academic standing at another university who wish to transfer should contact the Vera Z. Dwyer College of Health Sciences Assistant Dean of Student Success. Nursing courses completed at other universities must be evaluated by the College APG Board 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. The Seven Year Limit Policy will be enforced.

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### 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.

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### 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.

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### 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 Vera Z. Dwyer College of Health Sciences APG Board. 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 Vera Z. Dwyer College of Health Sciences APG Board 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.

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### 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 by enrolling into and successfully completing NURS-K220, Clinical Skills prior to acceptance into the

program. (See BSN Student Policy Handbook for current skills validation requirements.)

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### 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 BSN Student Policy Handbook and/or course syllabus for specific clinical requirements and policies regarding missed time. Insufficient clinical hours results in course failure.

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### 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 tenth 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.

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### **Graduation Requirements for the BSN**

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 BSN 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 BSN degree.
- Complete all BSN 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. The assessment tools used will be introduced in the final semester courses.

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Photo credit | **Teresa Sheppard**

## Dwyer College of Health Sciences General Education Requirements

Pictured | **Mikayla Mason** | *Nursing* | Bristol, Indiana (hometown)

**Volunteer activities and affiliations** | Volunteer, Church Community Services; Student Nurses Association

### School of Nursing

#### General Education and Common Degree Requirements

##### Fundamental Literacies

Writing | ENG-W 131 Reading, Writing, and Inquiry I

##### Critical Thinking

Select one of the following:

- PHIL-P 102 Critical Thinking and Applied Ethics
- PHIL-P 140 Introduction to Ethics

Oral Communication | SPCH-S 121 Public Speaking

##### Visual Literacy

##### Quantitative Reasoning

Must include one of the following:

- HSC-H 322 Epidemiology and Biostatistics
- 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

- HSC-L 230 Health Care Delivery Systems

##### Computer Literacy

##### Common Core Courses

Students must take three courses from three different categories; one must be at the 390/399 level

- Art, Aesthetics, and Creativity
- Human Behavior and Social Institutions
- Literary and Intellectual Traditions
- Natural World

##### Contemporary Social Values

- Non-Western Cultures
- Diversity in United States Society | SOC-S 161 Principles of Sociology
- Health and Wellness | NURS-B 108 Personal Health and Wellness

Photo credit | **Teresa Sheppard**

##### BS in Nursing

Pictured | **Lexie Meister** | *Bachelor of Science in Nursing* | Bremen, Indiana (hometown)

##### About the Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) degree is a program strives to offer a creative, evidence- based

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 BSN program has been recently updated to reflect the ever-changing healthcare environment. The lower division courses include all the prerequisite sciences, liberal arts and general education courses that provide the solid foundation for the upper division nursing curriculum. The outcomes of the BSN nursing curriculum provides the generalist entry- level professional nurse with the abilities to holistically and critically think using evidence- based practice and clinical reasoning skills within a theoretical framework.

The BSN degree prepares graduates to successfully pass the national licensing examination (NCLEX) to become a Registered Nurse (RN). An RN is a licensed professional who protects, promotes, and optimizes individuals' health and abilities, prevents of illness and injury, alleviates suffering through diagnosis and treatment of human disease. Registered Nurses are informed, caring advocates for individuals, families, and their communities. As an entry-level professional nurse, BSN RN graduates can and do work in a variety of settings, including the traditional acute and tertiary hospital setting, to community-based and outpatient centers, and nontraditional positions such as research assistants and in medical sales.

##### Academic Advising

Advising holds are placed on all Vera Z. Dwyer College of Health Sciences new beginner and transfer students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

##### Degree Requirements (120 cr.)

##### Degree Map >>

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

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (38 cr.)
- Additional requirements (24 cr.)
- Major concentration and elective requirements (63 cr.)
- A minimum of 30 credit hours at the 300- or 400- level
- Courses required for the major must be completed with a grade of C or higher. A minimum CGPA of 2.0 is required.

##### Additional Requirements (24 cr.)

All courses are 3 credits unless otherwise designated.

- . HEM-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 courses begin with the junior year after formal admission. 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.

### Fourth or Sophomore Two (12 cr.)

- HSC-H 322 Epidemiology and Biostatistics
- PHIL-P 102 Critical Thinking and Applied Ethics
- PHSL-P 262 Human Anatomy and Physiology II (4 cr.)

Photo credit | **Teresa Sheppard**

## RN-BSN

Pictured | **Alexis "Lexi" Deak** | *Nursing* | Cassopolis Michigan (hometown)

**Club affiliation** | Honors Program

## Bachelor of Science in Nursing Program for Registered Nurses

### (RN to BSN / RN—BSN)

The Bachelor of Science in Nursing (BSN) degree is a 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. A nurse is a licensed professional who protects, promotes, and optimizes individuals' health and abilities, prevents of illness and injury, alleviates suffering through diagnosis and treatment of human disease. Nurses are advocates for individuals, families, and their communities.

The IU South Bend School of Nursing RN-BSN degree is a program for Registered Nurses (RN) continuing their education. The BSN degree strives to involve the RN's talents, experiences, and expertise in the curriculum. As such, the curriculum prepares an RN 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 the professional nurse competent in meeting the current and future health needs of society.

The RN-BSN the curriculum builds on the nurse's basic preparation and is designed to maximize their completed formal education and experiences in nursing. The RN-BSN degree 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 at a variety of times to meet the needs of the working individual. The upper-division nursing courses prepare nurses for career enhancement and transitions in the changing health care system and world. The curriculum is also available in an all online format through the statewide

RN-BSN consortium. Please see the following website for additional information <http://iu-rnbsn.iu.edu/home.php>.

## Academic Advising

Advising holds are placed on all Dwyer College of Health Sciences new beginner and transfer students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, log into the Student Center at [One.IU](http://One.IU).

## Degree Requirements

Students receiving the Bachelor of Science in Nursing for Registered Nurses must complete 120 total credit hours including:

- School of Nursing Campuswide General-Education Curriculum (33-39 cr.)
- The Dwyer College of Health Sciences additional requirements (14-23 cr.)
- Major concentration and elective requirements
- A minimum of 30 credit hours at the 300- or 400-level

## 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 2.5 GPA or greater on a 4.0 scale

## Course Requirements >>

### RN-BSN Curriculum

Pictured | **Mwansa Chimbuka N#uni** | *Nursing* | Lusaka, Zambia, Africa (hometown)

### RN—BSN Curriculum

At IU South Bend, a minimum of 120 credit hours are required for the BSN; 52 credit hours of general education, 33 credit hours of RN—BSN 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 52 credit hours in general-education courses are required for the RN in the BSN 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 BSN 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 BSN

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 RN's under this section.

### Fundamental Literacies (12 cr.)

- **Writing** | ENG-W 131 Reading, Writing, and Inquiry I
- **Critical Thinking** | Waived for RN's
- **Oral Communication** | SPCH-S 121 Public Speaking
- **Visual Literacy** | Waived for RN's
- **Quantitative Reasoning** | Select one of the following (or its equivalent):
  - HSC-H 322 Epidemiology and Biostatistics
  - 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 RNs
- **Computer Literacy** | Waived for RNs

### Common Core Courses (3 cr.)

RN'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.)

RN'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 RN-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 304 Health Policy
- NURS-B 331 Transition to Baccalaureate Nursing Practice
- NURS-B 404 Informatics
- NURS-H 355 Data Analysis/Practice and Research
- NURS-R 375 Nursing Research and Evidence-Based Practice
- NURS-R 470 Clinical Baccalaureate Nursing Capstone
- NURS-S 474 Applied Health Care Ethics
- NURS-S 475 A MultiSystem Approach to the Health of the Community RN-BSN
- NURS-S 487 Nursing Management RN-BSN

### Nursing Electives

Select two of the available Nursing electives. Possibilities may include:

- NURS-B 344 Comprehensive Nursing Health Assessment
- 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
- NURS-P 345 Pharmacology for Professional Nursing Practice

The selection of electives could change. Please check with your academic advisor as to availability and fit into program of study.

### Prior Learning Credits

A total of 35 credit hours of BSN nursing courses are credentialled through special credit awards for nursing courses from the RN's accredited Nursing Program. These are placed on the transcript upon successful completion of NURS-B 304 Health Policy and NURS-B 404 Professional Nursing Seminar 2: Informatics. The RN-BSN 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.

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Photo credit | Teresa Sheppard

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### Minor in Complementary Health

Pictured | **Cynthia Sofhauser, Ph.D.** | University of Texas at Austin, 1996 | Associate Professor of Nursing, Complementary Health

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### Cynthia Sofhauser, Ph.D. | Coordinator

Northside Hall 424 | (574) 520-4336 |

[www.iusb.edu/nursing/ch\\_minor.php](http://www.iusb.edu/nursing/ch_minor.php)

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### About Complementary Health

Discourse surrounding complementary therapies and their use in healthcare abounds; yet, consumers are seeking out and using these therapies, often without informing their healthcare provider. 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.**

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### 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. The capstone course is taken as an independent study course after other requirements for the minor have been met. This is often during the final semester before the awarding of the baccalaureate degree.

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 coordinator of the minor.

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### 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-K 490 CI Elective (1 cr.)

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### Electives (8 cr.)

- ANTH-E 320 Indians of North America

- NURS-B 399 Human Behavior and Social Institutions VT: Death and Dying
- NURS-K 300 Transcultural Health Care
- NURS-K 414 Chinese Medicine in the Western World (4 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.)

Additional courses dealing with complementary health related issues may be reviewed and considered (Traditional Chinese Medicine, acupuncture, aromatherapy, energy therapies, nutritional therapies, 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.

Photo credit | **Joe Haase**

### MS in Nursing

Pictured |

**Caitlin Vlaeminck, M.S.N. | Director, Graduate Program Northside 436 | (574) 520-4167 | [healthsciences.iusb.edu](http://healthsciences.iusb.edu)**

### Graduate Degrees Offered

- Master of Science in Nursing, Family Nurse Practitioner

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### MS in Nursing

Pictured | **Lisa Mae** | *Master of Science in Nursing* | B.S.N., Texas Women's University, 1995 | Culver, Indiana (hometown)

### Master of Science in Nursing

#### Program Description

The Master of Science in Nursing (MSN) degree program at IU South Bend prepares its graduates for leadership roles in advanced nursing practice as Family Nurse Practitioners. The goal of the MSN 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 take the Family Nurse

Practitioner (F.N.P.) certification exam offered by either the American Nurses Credentialing Center or the American Academy of Nurse Practitioners.

The MSN 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 three major sections: core foundation, advance practice management and scholarly inquiry. The courses provide the student with a core foundation for advanced practice. The advance practice management courses build upon that foundation, adding knowledge and its application in the direct clinical experience of advanced practice nursing. Scholarly inquiry provides the student with tools to problem solve and utilize EBP in clinical practice. All degree requirements must be completed within six years of initial program enrollment.

Advanced Practice Registered Nurses (APRNs) are needed to meet the growing regional demand for health care, as well as to address critical shortages of primary care providers. APRN's use theory, research, and clinical expertise to improve the health of adults. Admission requirements and core courses for this track are the same as for the Family Nurse Practitioner curriculum.

The program is designed to meet the educational needs of working Registered Nurse, 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 outcomes.

### Program Outcomes

The graduate of the MSN 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

### M.S.N. Admission Criteria

Admission to the Indiana University South Bend School of Nursing master's program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, statement of professional aspirations, official transcripts, references, etc. A personal interview may be requested. Acceptance into the program is competitive. The following criteria must be met for unconditional admission:

- **Minimum undergraduate GPA requirement of 3.0 or higher** on a 4.0 scale from an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate program. (Students that do not meet the GPA may still qualify to apply. A letter addressed to the Admission Board explaining deficient GPA or any other extenuating circumstances must be submitted. Contact Tara Celmer at [tcelmer@iusb.edu](mailto:tcelmer@iusb.edu) for more information.)
- **Official transcripts** from all postsecondary coursework.
- **Copy of current Indiana Registered Nurse (RN) license** | A copy of the current Indiana license must be submitted at the time of application. Current unencumbered licensure as an RN 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 RN license in Indiana.
- **Statistics requirement** | A 3 credit 300-level undergraduate statistics course with an earned grade of C or better.
- **Essay (goal statement)** | A 250-word essay describing and explaining professional career aspirations as an advanced-practice registered nurse.
- **Interview** | An interview may be required if the qualified applicant pool exceeds the maximum number of students the program is able to accept for a class cohort.
- **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. International students must

apply through the Indiana University South Bend Office of International Student Services.

- **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 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, at least one from a current manager/supervisor. Persons providing references must complete the Reference Form (see the department).
- **Criminal background check** | Applicants must provide verification and results of a federal criminal background check within the past 12 months.

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.

**Photo credit** | Photo provided by the Vera Z. Dwyer College of Health Sciences

### MS in Nursing

Pictured | **Mya Yee Nandar** | *Master of Science in Nursing, FNP* | BSN RN, University of Hawaii, Hilo | Mandalay, Myanmar (Burma) (hometown)

**Volunteer activities and club affiliations** | Critical Care Nurse, St. Joseph Regional Medical Center; Founder, Iron Women Network (Myanmar); Member, Transcultural Nursing Society; Healthcare volunteer; Traditional Burmese dancer

### Master of Science in Nursing

#### Admission Process

Applicants to the MSN degree program should visit the [Online Graduate Admissions Application](#). International students must apply through the IU South Bend Office of International Student Services. Applicants are also encouraged to contact Tara Celmer, MSN admissions team member, at [tcelmer@iusb.edu](mailto:tcelmer@iusb.edu) for further assistance.

#### 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

Clinical placement is a complex process and a shared responsibility between the student and faculty. The Graduate Program Director and faculty will assist with planning placements for clinical rotation. We will make every reasonable effort to accommodate a student's placement requests.

Specialty locations will be incorporated in the student's clinical experiences throughout the program and are not limited to one semester.

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### Student Contracts

If a student does not meet expectations 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 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 Vera Z. Dwyer College of Health Sciences Admission, Progression and Graduation Board for further course of action for the student.

---

### Course Failure Policy

Students who demonstrate a pattern that is inconsistent with School of Nursing Standards or are out of progression due to a course failure must enroll in NURS-J 692 Independent Study for 1-3 credit hours each semester that they are out of progression. These students also must enroll in continuing education credits in pathophysiology, pharmacology, and advanced physical assessment at their expense. Students enrolled in NURS-J 692 for a course failure also must sign in to the assessment lab for supervised physical assessment practice before coming in for the final validation. In order to successfully complete NURS-J 692, students who are out of progression due to a course failure must pass a pathophysiology-pharmacology written examination (passing is 80% or higher) and successfully perform a head-to-toe physical assessment on the first attempt. All course failures are subject to additional requirements as mandated by the Vera Z. Dwyer College of Health Sciences Admission, Progression and Graduation Board. All mandated requirements (NURS-J 692, testing, and others) must be completed no later than July 15 for Fall re-entry; October 15 for Spring re-entry; February 15 for summer reinstatement.

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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 Vera Z. Dwyer College of Health Sciences Admission, Progression and Graduation Board 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 Vera Z. Dwyer College of Health Sciences Admission, Progression and Graduation Board. A dismissal can be appealed one time.

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### Grading Scale

All courses in the IU South Bend School of Nursing MSN 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.

Undergraduate and graduate students are responsible for all financial costs of health/medical care related to or resulting from injury or accidents while engaged in course related experiences. These experiences may occur in the classroom, learning laboratory, or practice setting. Therefore, all undergraduate and graduate students are required to carry health insurance while they are enrolled in courses in your major or discipline or study track. Students will not be allowed to participate in major course experience without adequate documentation of current health insurance.

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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 RN licensure.

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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. Student representation on the Graduate Faculty Council is highly encouraged.

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### 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 the Master's in Nursing Program, Indiana University South Bend, School of Nursing through February 25, 2025.

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Photo credit | **Teresa Sheppard**

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### MS in Nursing

Pictured | **Solange Rutagengwa, B.S.N.** | Indiana University South Bend, 2015 | Kigali, Rwanda, Africa (hometown)

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### Master of Science in Nursing

#### Curriculum Sequence

All courses are 3 credit hours, unless otherwise designated.

The 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-Y 515 Advanced Pathophysiology Across the Lifespan
- NURS-Y 612 Advanced Pharmacology Across the Lifespan

#### Semester Two

- NURS-N 502 Theory I
- NURS-N 504 Leadership for Advanced Nursing Practice

#### Semester Three

- NURS-F 570 Advanced Health Assessment Across the Lifespan
- NURS-Y 535 Dynamics of Family Health Care

#### Semester Four

- NURS-R 500 Nursing Research Methods I
- NURS-F 580 Primary Care I: Acute Illness Processes

#### Semester Five

- NURS-F 581 Primary Care II: Acute and Stable Chronic Illness Processes
- Graduate Elective

#### Semester Six

- NURS-F 582 Primary Care III: Chronic and Complex Illness Processes

#### Semester Seven

- NURS-F 578 Primary Health Care Nursing of Families (6 cr.)

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## COLLEGE OF LIBERAL ARTS AND SCIENCES

**BRENDA PHILLIPS, PH.D.** || DEAN

WIEKAMP HALL 3300 || (574) 520-4214 || [CLAS.IUSB.EDU](http://CLAS.IUSB.EDU)

# College of Liberal Arts and Sciences

Pictured |

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## College of Liberal Arts and Sciences

**Brenda D. Phillips, Ph.D. | Dean**

**Wiekamp Hall 3300 | (574) 520-4214 | [clas.iusb.edu](http://clas.iusb.edu)**

### Office of the Dean

- Associate Deans | **Feighery, Kahan, Lynker**
- Director of the College of Liberal Arts and Sciences Advising Center | **Lynker**
- Director of the College of Liberal Arts and Sciences Student Services | **Christopher**

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### Areas of Study

Actuarial Science | African American Studies | American Studies | Anthropology | Art History | Biochemistry | Biological Sciences | Chemistry | Cognitive Science | Computer and Information Sciences | Creative Writing | Criminal Justice | Earth and Space Science | East Asian Studies | English | Environmental Studies | European Studies | Film Studies | French | General Studies | Geography | German | History | Informatics | International Studies | Latin American Studies | Mathematical Sciences | Paralegal Studies | Philosophy | Physics | Political Science | Psychology | Religious Studies | Sociology | Spanish | Sustainability Studies | Women's and Gender Studies | World Language Studies

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### Undergraduate Degrees

#### Bachelor of Arts (BA)

Anthropology | Biological Sciences | Chemistry | English | French | German | History | Mathematics | Philosophy | Physics | Political Science | Psychology | Sociology | Spanish | Sustainability Studies | Women's and Gender Studies

#### Bachelor of Science (BS)

Actuarial Science | Biochemistry | Biological Sciences | Chemistry | Computer Science | Criminal Justice | Informatics | Informatics (online) | Mathematics | Physics | 3/2 Dual Degree in Physics and Engineering

#### Bachelor of General Studies (BGS)

Concentrations in Arts and Humanities | Science and Mathematics | Social and Behavioral Sciences

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### Minors Offered

African American Studies | American Studies | Anthropology | Art History | 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 | Geography | History | Informatics | International Studies | Latin American/Latino Studies | Mathematics | Philosophy | Physics | Political Science | Psychology | Religious Studies | Sociology | Spanish | Sustainability Studies | Women's and Gender Studies

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### Undergraduate Certificates Offered

Advanced Computer Programming | Behavior Modification | Computer Applications | Computer Programming

| International Studies | Paralegal Studies | Professional Writing | Social and Cultural Diversity

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### Postbaccalaureate Certificates Offered

Applied Informatics

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### Undergraduate Supplemental and Preprofessional Programs

First Year Exploratory Program | Dentistry | Engineering | Law | Medicine | Optometry | Pharmacy | Veterinary Medicine

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### Graduate Degrees Offered

Master of Applied Mathematics and Computer Science | Master of Arts in English | Master of Liberal Studies | Master of Public Affairs

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### Graduate Certificates Offered

Public Management | Health Systems Management | Nonprofit Management | Technology for Administration | Strategic Sustainability Leadership

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Photo credit | **Nathan Daniel Albert**

## College of Liberal Arts and Sciences

Pictured | **Ryan Citron** | *Computer Science* | New Carlisle, Indiana (hometown)

### 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.

### 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.

### Academic Regulations

All students in the College of Liberal Arts and Sciences should familiarize themselves with the Academic Regulations and Policies described here. 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 declares their major and the IU South Bend Bulletin in effect when the student graduates.

### Academic Advising for CLAS Majors and Exploratory Students

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all CLAS students prior to advance registration and are released following advising appointments. 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.

Faculty in CLAS advise all students with a declared major in the college. Students are advised in their academic departments. To determine who your advisor is and how to contact them, see [One.IU](#).

The CLAS Advising Center is the academic home for students who enter IU South Bend undecided about their academic focus, or subsequently change their major to Exploratory. To schedule an advising appointment, contact the Advising Center at 574-520-4537 or [sbadvice@iusb.edu](mailto:sbadvice@iusb.edu).

### 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 bulletin.

### Probation, Dismissal, and Reinstatement

**Probation** | A student who has completed one or more IU South Bend 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.

**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. According to campus policy, academic units may impose additional enrollment restrictions on such students. In the college, when students go on "Probation with Impact" they are restricted to part-time enrollment (no more than six credit hours per regular semester, no more than three credit hours per summer session). If the student is making academic progress, advisors may recommend return to increased semester hours.

**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 year has elapsed and must petition by the established deadline (July 1 for fall, November 1 for spring) to be reinstated. Students who are dismissed multiple times must remain out of the university for at least two calendar years, may be required to show proof of successful completion of 15 credit hours from

another college during their time away from IU South Bend, and must petition by the established deadline to be reinstated. The college does not readmit students to summer sessions.

**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.

**Note** | Students who are on academic probation must be advised and registered for classes at least 30 days before the start of the semester.

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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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### Grades

The following conditions apply:

- Students must have a minimum cumulative grade point average (CGPA) of 2.0.
- Students must have a minimum GPA of 2.0 calculated from all courses used to fulfill major, minor, and/or certificate requirements and a minimum grade of C- in each of those courses.
- 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, minor and/or certificate.
- Some degree programs have additional stipulations in their bulletin listings.

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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

The maximum number of transfer credit hours that may be counted toward graduation in the College of Liberal Arts and Sciences is 90, including credit(s) earned at other campuses of Indiana University. No 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.

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### 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 Common Core course (i.e., A 399, B 399, N 390,

or T 390).

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### Residency Requirement

The College of Liberal Arts and Sciences requires the following:

- At least 30 credit hours of work must be completed while in residence at IU South Bend.
- At least 12 credit hours of work taught by IU South Bend faculty must be upper-division (300- and 400-level) courses in the major that are approved by the major department/program.
- Minors must include a minimum of two courses, totaling at least 6 credit hours, taught by IU South Bend faculty.
- Check the department's requirements for any additional residency requirements specific to the major or minor.

---

### Special Credit

#### Special Credits in General Studies (BGS):

With permission of the Director, students majoring in General Studies may earn up to 30 credit hours 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).

#### CLAS (except General Studies):

Credit by Examination: CLAS normally follows campus policy and procedures for credit earned through College-Level Examination Program (CLEP) examinations, Advanced Placement examinations, and other nationally recognized instruments.

Please note that many medical schools and other health care programs do not accept credit by examination for required courses (although some programs do accept Advanced Placement credit to satisfy pre-med admissions). If you are interested in a health care pre-major (medical, dental, pharmacy, optometry, veterinary school, physician assistant, etc.), please contact either the department chair of Biological Sciences or the department chair of Chemistry and Biochemistry in order to make an appointment with an academic advisor who will guide you through course requirements for these programs.

#### Study Abroad Credits:

CLAS encourages students to study abroad. Up to 15 credit hours may be earned through travel programs from any IU-sanctioned study abroad program without special permission. Be sure to consult with your major department and academic advisor about additional hours and/or to understand how any study abroad credit hours might be applied to your overall degree program.

---

#### 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.

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### Graduation Deadlines

An application for a degree or certificate must be filed in the Student Services Office of the 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.

Photo credit | **Teresa Sheppard**

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### Bachelor's Degrees

Pictured | **Brandon Tanner** | *Computer Science* | Argos, Indiana (hometown)

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### 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.

### 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.

### 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.

### 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.

### 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.

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### 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.

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### 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.

Photo credit | **Teresa Sheppard**

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## CLAS General Education Requirements

Pictured | **Briana Leonard** | *Psychology / Minor in Dance* | Mishawaka, Indiana (hometown)

**Club affiliation** | Member, Red Hots Dance Team

### Undergraduate Degree 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. No course may be used to meet a requirement toward more than one minor.

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.

#### Part One

##### Campuswide Curriculum (33-39 cr.)

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.

Bachelor of Arts students with 56 or more transfer credits must complete the following components of the campus general education curriculum in addition to the minimum campus requirements:

#### Area II: Common Core

In addition to one 300-level Common Core course, Bachelor of Arts students must complete one course (transfer or IU) in each of the remaining three areas.

The Natural World: ANAT, AST, BIOL, CHEM, GEOL, PHYS, PLSC, or approved N190/390 course

Human Behavior and Social Institutions: ANTH, GEOG, POLS, PSY, SOC, or approved B190/B399 course

Literary and Intellectual Traditions: CMLT, ENG, HIST, PHIL, or approved T190/T390 course

Art, Aesthetics and Creativity: FINA, MUS, THTR, or approved A190/A399 course

#### Area III: Contemporary Social Values

Bachelor of Arts students must complete both a course that meets the Diversity in US Society requirement and a course that meets the Non-Western Culture requirement.

#### Additional College of Liberal Arts and Sciences General Education Requirements (14-23 cr.)

Bachelor of Arts students must also satisfy the following College of Liberal Arts and Sciences requirements:

#### 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.

#### World Languages (3-12 cr.)

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 become functional in a second language. Functionality is attained between proficiency levels of Novice High and Intermediate low by American Council of Teaching Foreign Languages (ACTFL) national standards.

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.

#### World Language Placement Examination

In order to place students in the appropriate level, all incoming students with prior experience with French,

German, Japanese or Spanish must take the language placement exam. Students with no prior foreign language experience should enroll in 101.

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. If a student places into and completes a course with a grade of B or higher, he or she is eligible to receive between 3 and 12 additional credit hours for lower level courses.

For more information, see [World Language Studies](#).

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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. All minors consist of at least 15 credit hours in one department or in an approved interdepartmental program. Minors must include a minimum of two courses, totaling at least six credit hours, taught by IU South Bend faculty. See specific departmental requirements for any additional residency requirements specific to the minor.

Students must have a minimum GPA of 2.0 calculated from all courses used to fulfill minor requirements and a minimum grade of C- in each of those courses. For the minor requirements of specific departments and interdepartmental programs, consult those sections of the IU South Bend Bulletin.

Each minor program must be approved by an advisor in the department or interdepartmental committee offering the minor. World language majors may minor in second languages; others must choose minors outside of their major department(s). Each CLAS minor must be declared with the CLAS Student Services Office in DW3300B or [online](#). Minors offered by other schools on campus must be declared with the respective unit. 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.
- At least 12 credit hours in the major must be upper-division (300- and 400-level) courses taught by IU South Bend faculty. See specific departmental requirements for any additional residency requirements specific to the major.
- 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.

- Students must have a minimum GPA of 2.0 calculated from all courses used to fulfill major requirements and a minimum grade of C- in each of those courses. Some degree programs have additional stipulations in their bulletin listings.

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### 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 30 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.

Photo credit | **Teresa Sheppard**

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## Western Culture Before 1800 Course List

Pictured | **Kevin Schascheck II** | *International Business / German* | Senator, Student Government Association | La Porte, Indiana (hometown)

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### College of Liberal Arts and Sciences

#### Additional B.A. Requirements

#### Western Culture Before 1800

- AHST-A 101 Ancient and Medieval Art (formerly FINA-A 101)
- AHST-A 320 Art of the Medieval World (formerly FINA-A 320)
- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600-1800

- ENG-L 220 Introduction to Shakespeare
- ENG-L 305 Chaucer
- ENG-L 306 Middle English Literature
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 315 Major Plays of Shakespeare
- ENG-L 347 British Fiction to 1800
- HIST-A 301 Colonial America
- HIST-A 302 Revolutionary 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 201 History of Russia I
- 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 214 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
- REL-R 210 Introduction to the Old Testament/  
Hebrew Bible
- REL-R 220 Introduction to the New Testament
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 450 Don Quijote
- SPAN-S 495 Hispanic Colloquium  
VT: Don Juan  
VT: Medieval Spanish Literature
- SPCH-S 321 Rhetoric and Modern Discourse
- THTR-T 470 History of the Theatre 1
- WGS-B 342 Women in Medieval Society
- WGS-W 302 Issues in Gender Studies  
VT: History of Medieval Women

Photo credit | **Teresa Sheppard**

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## Junior/Senior Level Writing Course List

Pictured | **Phoenix Littlepage** | *Psychology* | Mishawaka, Indiana (hometown)  
Member, Theta Phi Alpha Sorority

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### College of Liberal Arts and Sciences

#### Additional B.A. Requirements

#### Junior/Senior Level Writing

- AHST-A 320 Art of the Medieval World (formerly FINA-A 320)
- AHST-A 490 Topics in Art History (formerly FINA-A 490)
- 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
- HIST-J 495 Proseminar for History Majors
- HPSC-X 201 Nature of Scientific Inquiry
- JOUR-J 200 Reporting, Writing, and Editing I
- 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 340 Social Theory
- 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  
VT: Women and Sustainability
- WGS-T 390 Literary and Intellectual Traditions  
VT: Women and Sustainability  
(can be used to meet a Common Core requirement OR the CLAS Junior/Senior Level Writing requirement)
- WGS-W 360 Feminist Theory

Photo credit | **Teresa Sheppard**

## African American Studies

Pictured | **Theodore Randall, Ph.D.** | *University of Kentucky, 2006* | Associate Professor of Anthropology

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### African American Studies

**Theodore Randall, Ph.D. | Coordinator**  
(574) 520-4102 | [afam.iusb.edu](http://afam.iusb.edu)

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#### Faculty

- Coordinator | **Randall**
- Faculty Advisors | **Bennion, Gerken, Lidinsky, Mattox, Randall, Tetzlaff**

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#### Minor Offered

- Minor in African American Studies

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#### Course Descriptions

African American AFAM

Photo credit | **Teresa Sheppard**

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#### Minor in African American Studies

Pictured | **Gail Dukes** | *General Studies / Minors in African American Studies, Sociology, and Women's and Gender Studies* | South Bend, Indiana (hometown)

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#### 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."

- 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 207 Women and Literature  
VT: Protest Writing
- ENG-L 370 Recent Black American Writing
- ENG-L 379 American Ethnic and Minority Literature
- HIST-A 100 Issues in United States History  
VT: African American Culture
- 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
- WGS-B 399 Human Behavior and Social Institutions  
VT: Race and Reproductive Rights
- WGS-W 201 Women in Culture-Introduction to Women's and Gender Studies

Photo credit | **Teresa Sheppard**

**Minor in American Studies**

Pictured | **Jake Mattox, Ph.D.** | *University of California San Diego, 2007* | Chair and Associate Professor of English

**American Studies**

**Jake Mattox, Ph.D.** | Acting Coordinator

**Wiekamp Hall 3147 | (574) 520-4408 | [english.iusb.edu](http://english.iusb.edu)**

**Faculty**

- Acting Coordinator | **Mattox**
- Faculty Advisors | **Balthaser, Bennion, Ervick, Gerken, Mattox, Roth**

**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 three different departments. 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.

**Minor in American Studies**

Pictured | **Alexander Kintzele-Kluth** | *Biological Sciences* | Michigan City, Indiana (hometown)

**Minor in American Studies****Requirements (15 cr.)**

All courses are 3 credit hours, unless otherwise noted.

Courses may be chosen from three of the following departments. Additional courses may be approved by the faculty committee based on content relevant to the United States.

**African American Studies**

- AFAM-A 150 Survey of the Culture of Black Americans

**Anthropology**

- ANTH-E 323 Indians of Indiana
- ANTH-P 360 North American Archaeology

**Education**

- EDUC-H 340 Education in American Culture

**English**

- ENG-C 200 Introduction to Mass Communications
- ENG-L 207 Women and Literature  
VT: Protest Literature
- ENG-L 351 American Literature 1800-1865

- ENG-L 354 American Literature since 1914
- ENG-L 355 American Fiction to 1900
- ENG-L 358 American Literature, 1914-1960
- ENG-L 369 Studies in British and American Authors
- ENG-L 370 Recent Black American Writing
- ENG-L 379 American Ethnic and Minority Literature
- ENG-W 250 Writing in Context  
VT: Women in United States Films

#### Film Studies

- CMLT-C 253 Third World and Black American Films

#### Fine Arts

- FINA-A 343 American Art
- FINA-A 345 American Art to 1913

#### Geography

- GEOG-G 313 Place and Politics

#### History

- HIST-A XXX Select any American History courses with HIST-A prefix
- HIST-H 105 American History I; OR HIST-S 105 American History: Honors Survey I
- HIST-H 106 American History II; OR HIST-S 106 American History: Honors Survey II
- HIST-H 260 History of Women in the United States
- HIST-H 425 Topics in History  
VT: American Constitutional History  
VT: United States Women and Social Change  
VT: Freedom Summer Study Tour of the Civil Rights Movement in the South

#### Journalism

- JOUR-J 410 Media as Social Institutions

#### Labor Studies

- LSTU-L 100 Survey of Unions and Collective Bargaining
- LSTU-L 101 American Labor History
- LSTU-L 203 Labor and the Political System
- LSTU-L 385 Class, Race, Gender, and Work

#### Philosophy

- PHIL-P 358 American Philosophy

#### Political Science

- POLS-Y 100 American Political Controversies
- POLS-Y 103 Introduction to American Politics
- POLS-Y 201 Controversies in United States Politics
- POLS-Y 301 Political Parties and Interest Groups
- POLS-Y 304 Constitutional Law
- POLS-Y 311 Democracy and National Security
- POLS-Y 316 Public Opinion and Political Participation
- 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
- POLS-Y 383 Foundations of American Political Thought
- POLS-Y 507 Public Law

#### Psychology

- PSY-P 391 Psychology of Gender and Ethnicity

- PSY-P 460 The Psychology of Women

#### Religious Studies

- REL-R 160 Introduction to Religion in America
- REL-R 335 Religion in the United States, 1600-1850
- REL-R 336 Religion in the United States, 1850-Present

#### Sociology

- SOC-S 163 Social Problems
- SOC-S 164 Marital Relations and Sexuality
- SOC-S 306 Urban Society
- SOC-S 310 The Sociology of Women in America
- SOC-S 315 Work and Occupations
- SOC-S 316 The Family
- SOC-S 317 Social Stratification
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Gender Roles
- SOC-S 410 Advanced Topics in Social Organization  
VT: Work, Gender, and Race  
VT: Race and Civil Rights

#### Speech

- SPCH-S 450 Gender and Communication

#### Women's and Gender Studies

- WGS-H 260 History of American Women
- WGS-P 391 Psychology of Gender, Race, and Ethnicity
- WGS-P 460 Women: A Psychological Perspective
- WGS-S 338 Sociology of Gender Roles
- WGS-S 410 Topics: Gender Inequality in Work
- WGS-W 100 Gender Studies
- WGS-W 200 Women in Society—Introduction to Women's and Gender Studies
- WGS-W 201 Women in Culture—Introduction to Women's and Gender Studies
- WGS-W 240 Topics in Feminism: Social Science Perspective
- WGS-Y 327 Gender Politics

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Photo credit | **Teresa Sheppard**

## Biological Sciences

Pictured | **Thomas Clark, Ph.D.** | *University of California, Irvine, 1994* | Chair, Department of Biological Sciences; and Professor of Biology

### Biological Sciences

**Thomas Clark, Ph.D.** | Chair

Northside Hall 137 | (574) 520-4233 | [biology.iusb.edu](http://biology.iusb.edu)

### Faculty

- Professors | **Bushnell, T. Clark** (Chair), **K. Mecklenburg, Schnabel**
- Associate Professors | **Grens, Marr, McLister, Nair, Qian, Wilkes**
- Senior Lecturer | **S. Cook, 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 in Biological Sciences
- Bachelor of Science in Biological Sciences

### Minor Offered

- Minor in Biological Sciences

### Course Descriptions

Biology BIOL | Microbiology MICR | Physiology PHSL

Photo credit | **Teresa Sheppard**

### BA in Biological Sciences

Pictured | **Keegan Berndsen** | *Biological Sciences* | Elkhart, Indiana (hometown)  
Vice President, Delta Sigma Phi

### About the Bachelor of Arts in Biological Sciences

Bachelor of Arts (BA) students receive a rigorous grounding in biology that provides a starting point for careers in private industry, with non-profit or government organizations, teaching at the secondary level, or some health professions (e.g., physician assistant or physical therapy). Students have the opportunity to couple their biology education with a minor (e.g., business, environmental studies, sustainability studies, or psychology) that supports their career aspirations. To help foster student success, faculty provide high-quality academic and career advising throughout the student's time at IU South Bend.

The curriculum includes up-to-date content in a wide variety of elective courses as well as education in the process of scientific discovery, with emphasis on reading scientific literature, writing about and presenting scientific information, designing scientific studies, and collecting, manipulating, and analyzing scientific data. Many students also work closely with faculty on independent research projects that teach valuable laboratory and field skills and increase success in applications for post-graduate employment or admission to professional programs.

Compared to the BS degree, the B.A. places less emphasis on the cognate disciplines of chemistry, physics, and mathematics, and because of this, students seeking to enter M.S. or Ph.D. programs or medical, pharmacy, dental, or veterinary school or other healthcare-related professional programs are advised to earn the B.S. rather than the BA

### Academic Advising

Students planning to major in biological sciences should contact an academic advisor in the Department of Biological Sciences before their first semester to develop a plan for their academic course of study. College policy on advising requires that students meet with their academic advisors at least once each year; biology majors meet with their advisors prior to each semester's enrollment. Advising holds are reset following advising appointments. To determine the name and contact information for your advisor, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - MATH courses for the BA in Biology fulfill the quantitative reasoning requirements
  - BIOL-L 403 Biology Seminar fulfills the Visual Literacy requirement and is required for all Biological Sciences majors
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (40-42 cr.)
  - Elective Requirements (18 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level
  - Biology courses and all courses required for the minor must be completed with a grade of C– or higher.

### Major Requirements (40-42 cr.)

All courses are 3 credit hours unless otherwise designated

#### 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 Lecture 1

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## Physics

- Select one of the following:
- PHYS-P 201 General Physics 1 (5 cr.)
- PHYS-P 221 Physics 1 (5 cr.)

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## Mathematics

- Select one of the following:
- MATH-M 119 Brief Survey of Calculus 1
- MATH-M 215 Calculus I (5 cr.)

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## Elective Requirements in Biology (18 cr.)

All courses are three credit hours unless otherwise designated.

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.

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## 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 (4 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-M 430 Virology Lecture
- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)

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## Other Elective Options

- BIOL-L 391 Special Topics in Biology (2-3 cr.)  
May be used in either course area depending on the topic; and may be used as a laboratory course if the course includes a laboratory component
- BIOL-L 490 Individual Study (1-6 cr.)  
May be used as one laboratory class as long as the student completes at least 2 credit hours of laboratory or field-based research on the same project

---

Photo credit | **Teresa Sheppard**

## BS in Biological Sciences

Pictured | **Keon Jones** | *Biological Sciences* | Baltimore, Maryland (hometown)

**Clubs and volunteer activities** | President, Diversity Against Adversity; Member, TriBeta Honor Society;

Secretary, Pharmacy Club; Tennis Team; Volunteer, Louis Stokes Alliances for Minority Participation (LSAMP)

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## About the Bachelor of Science in Biological Sciences

The Bachelor of Science (BS) degree in Biological Sciences prepares students for a career as a professional biologist and is geared toward students who wish to enter post-graduate studies in any area of biology or one of the health professions (e.g., dentist, physician, optometrist, pharmacist, physician assistant, physical therapist, or veterinarian). Graduates are also well prepared for careers in private industry, with non-profit or government organizations, or teaching at the secondary level. To help foster student success, biology faculty provide high-quality academic and career advising throughout the student's time at IU South Bend. Students receive a strong, up-to-date grounding in biology, and with a wide variety of elective courses, students are able to tailor their major toward their career goals.

The curriculum also educates students in the process of scientific discovery, with emphasis on reading scientific literature, writing about and presenting scientific information, designing scientific studies, and collecting, manipulating, and analyzing scientific data. Many students work closely with faculty on independent research projects that provide valuable laboratory and field skills and increase success in applications for post-graduate positions or jobs in the private sector. Students receive strong introductions to the cognate areas of chemistry, physics, and mathematics, and all Biological Sciences B.S. graduates may earn a minor in chemistry without taking additional courses, if they earn appropriate grades in the required Chemistry courses.

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## Academic Advising

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. College policy on advising requires that students meet with their academic advisors at least once each year; biology majors meet with their advisors prior to each semester's enrollment. Advising holds are reset following advising appointments. To determine the name and contact information for your advisor, see [One.IU](#).

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## Degree Requirements (120 cr.)

### Degree Map >>

Students receiving the Bachelor of Science degree in Biological Science must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
- Math courses for the BS in Biological Science fulfill the Quantitative Reasoning requirement.
- BIOL-L 403 Biology Seminar fulfills the Visual Literacy requirement and is required for all Biological Science majors
- Major Requirements (62 cr.)
- Elective Requirements (22 cr.) | Placement out of, by placement examination, or successful completion of at least one course at the 200-level or higher; or formal training, as evidenced by secondary or university diplomas, in a language other than English.

- A minimum of 30 credit hours at the 300- or 400-level.
- 
- Biology courses must be completed with a grade of C- or higher
  - All courses are 3 credit hours, unless otherwise designated
- 

### Major Requirements (61-62 cr.)

#### 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 Lecture 1
  - CHEM-C 342 Organic Chemistry Lecture 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

Select one of the following:

- BIOL-L 220 Biostatistics (recommended)
  - MATH-K 310 Statistical Techniques
  - MATH-M 261 Statistical Inferences (2 cr.)
  - PSY-P 354 Statistical Analysis in Psychology
- 

#### Elective Requirements in Biology (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 391 Special Topics in Biology (1-3 cr.)
  - 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 (4 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 391 Special Topics in Biology (1-3 cr.)
  - BIOL-M 430 Virology Lecture
  - MICR-M 310 Microbiology
  - MICR-M 315 Microbiology Laboratory (2 cr.)
- 

#### Other Elective Options

- BIOL-L 391 Special Topics in Biology (2-3 cr.)  
May be used in either course area depending on the topic; and may be used as a laboratory course if the course includes a laboratory component
  - BIOL-L 490 Individual Study (1-6 cr.)  
May be used as one laboratory class as long as the student completes at least 2 credit hours of laboratory or field-based research on the same project
- 

Photo credit | **Teresa Sheppard**

#### Minor in Biological Sciences

Pictured | **Catherine Slott** | *B.A. in Biological Sciences* | South Bend, Indiana (hometown)  
Volunteer activities and affiliations | Tutor, Academic Centers for Excellence, IU South Bend BioChem Club, Beta Beta Beta Biological Society inductee

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#### Minor in Biological Sciences

##### Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated. Each course must be completed with a grade of C- or better to count towards the minor.

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
  - BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
  - Eight additional credits of Biological Sciences courses for majors, including at least one course at the 300- or 400-level, and at least one laboratory course
- 

Photo credit | **Teresa Sheppard**

## Chemistry and Biochemistry

Pictured | **Gretchen Anderson, Ph.D.** | University of Minnesota, 1987 | Chair, Department of Chemistry and Biochemistry; and Professor of Chemistry

### Chemistry and Biochemistry

**Gretechen L. Anderson, Ph.D.** | Chair  
Northside Hall 137 | (574) 520-4820 |  
[chemistry.iusb.edu](http://chemistry.iusb.edu)

#### Faculty

- Professors | **G. Anderson** (Chair), **Feighery**
- Associate Professors | **Marmorino, Muna**
- Assistant Professor | **Rizk**
- Faculty Emeriti | **Garber, Huitink, Nazaroff**
- Laboratory Supervisor | **C. Fox**

#### Undergraduate Degrees Offered

- Bachelor of Arts in Chemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Biochemistry

#### Minors Offered

- Minor in Chemistry
- Minor in Biochemistry

#### Course Descriptions

Biology BIOL | Chemistry CHEM | Mathematics MATH | Physics PHYS

#### Index

- Introductory Courses
- Placement Examination

Photo credit | **Teresa Sheppard**

### Chemistry and Biochemistry

Pictured | **Victor Gutierrez-Schultz** | *Biochemistry* |  
Edwardsburg, Michigan (hometown)

**Volunteer activities:** President, Biology and Chemistry Club; First Year Studies Peer Mentor for Anderson's Nanotechnology Lab; works with the Indiana LSAMP Program

### 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.

#### 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 score a minimum of 51 on the ALEKS mathematics assessment exam 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.

Photo credit | **Teresa Sheppard**

#### BA in Chemistry

Pictured | **Carrington Boyd** | *Chemistry / Minor in Mathematics* | Mishawaka, Indiana (hometown)

#### About the Bachelor of Arts in Chemistry

The Bachelor of Arts (B.A.) in Chemistry degree offers a broad base of chemistry, physical science, mathematics, humanities, and other fields that give a liberal arts perspective with chemistry. This degree prepares students for graduate studies in materials science, polymer chemistry, environmental chemistry, analytical chemistry, physical chemistry, drug design, natural products, alternative energies, and a variety of other fields. Many graduates pursue additional studies in medicine, veterinary medicine, pharmacy, and others. Still other graduates obtain rewarding jobs in industry, including quality control, analytical chemistry, environmental testing, toxicology, food science, essential oils, diagnostic testing,

adhesive development, forensic chemistry, and many other fields.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
  - The Quantitative Reasoning requirement is met by the required mathematics courses for the BA in Chemistry.
  - Visual Literacy requirement is fulfilled by CHEM-C 301.
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (9-18 cr.)
  - The laboratory science requirement is fulfilled by required chemistry courses.
  - Major Requirements (55 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major and minor must be completed with a grade of C- or higher.
  - A minimum CGPA of 2.0 is required.

### Major 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
  - CHEM-C 310 Analytical Chemistry (4 cr.) OR CHEM-C 410 Principles of Chemical Instrumentation (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 (4 cr.) OR

CHEM-C 362 Physical Chemistry of Molecules (4 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 (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.)

### BS Biochemistry

Pictured | **Michele Costantino** | *Biochemistry* | South Bend, Indiana (hometown)

### About the Bachelor of Science in Biochemistry

The breadth and multidisciplinary nature of the curriculum allows students to pursue their scientific interests while offering the flexibility to tailor their program to their career aspirations. Graduates with a Bachelor of Science in Biochemistry are prepared for graduate studies in biochemistry, molecular biology, pharmacology, biotechnology, environmental chemistry, polymer chemistry, drug design and delivery, genetic engineering, and a variety of other fields. Many graduates pursue additional studies in medical fields including medicine, veterinary medicine, pharmacy, dentistry, optometry, physician assistant, etc. Other graduates obtain rewarding jobs in industry, including biotechnology, toxicology, environmental testing, food science and nutrition, essential oils, drug and diagnostic test production, etc.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

All courses are 3 credit hours, unless otherwise designated.

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
- Math courses required for the BS in Biochemistry fulfill the Quantitative Reasoning requirement.
- World Language | At least one course at the 200-level or higher, or 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. (3-9 cr.)

- Visual Literacy is fulfilled by CHEM-C 301 Chemistry Seminar 1
- Major Requirements (75 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

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

### Major Requirements (75 cr.)

All courses are three credit hours, unless otherwise designated.

#### Biology (11 cr.)

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- BIOL-L 211 Molecular Biology
- BIOL-L 312 Cell Biology

#### Chemistry (35 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
- 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 (4 cr.); OR  
CHEM-C 362 Physical Chemistry of Molecules (4 cr.)
- 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)

All courses are three credit hours, unless otherwise designated.

#### 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-L 335 Introduction to Nanomedicine (pending approval)
- BIOL-L 391 Special Topic in Biology  
VT: The Biology of Cancer  
VT: Genomics
- 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 361 Physical Chemistry of Bulk Matter (4 cr.); OR  
CHEM-C 362 Physical Chemistry of Molecules (4 cr.) (whichever not taken to meet Chemistry requirement above)
- CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)
- CHEM-C 430 Inorganic Chemistry
- CHEM-N 390 The Natural World VT: Nanotechnology

#### 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.)

**Photo credit** | Teresa Sheppard

#### BS in Chemistry

Pictured | **David Aupperle** | *Chemistry* | Elkhart, Indiana (hometown)

**Research Award** | Garber Research Fellowship, 2016

#### About the Bachelor of Science in Chemistry

The Bachelor of Science (B.S.) in Chemistry degree is certified by the American Chemical Society. This ensures the depth and breadth of chemistry background that prepares students for graduate studies in materials science, polymer chemistry, environmental chemistry, analytical chemistry, physical chemistry, drug design, natural products, alternative energies, and a variety of other fields. Many graduates pursue additional studies in medicine, veterinary medicine, pharmacy, and others. Still other graduates obtain rewarding jobs in industry, including quality control, analytical chemistry, environmental testing, toxicology, food science, essential oils, diagnostic testing, adhesive development, forensic chemistry, and many other fields.

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

**Degree Requirements (120 cr.)****Degree Map >>**

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

- IU South Bend Campuswide General Education Curriculum (33 cr.)
  - Math courses required for the B.S. in Chemistry fulfill the Quantitative Reasoning requirement.
  - World Language | At least one course at the 200-level or higher, or 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. (3-9 cr.)
  - Visual Literacy is met by CHEM-C 301 Chemistry Seminar 1
  - Major Requirements (77-79 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- Minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C- or higher.
  - A minimum CGPA of 2.0 is required.

**Major Requirements (77-79 cr.)****Biology (5 cr.)**

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

**Chemistry (49 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
- 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 (4 cr.)
- 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.)

Photo credit | **Teresa Sheppard**

**Minors in Chemistry and Biochemistry**

Pictured | **Rachel Tucker** | *B.S. in Biochemistry* | Walkerton, Indiana (hometown)

**Minor in Chemistry****Course Requirements (20 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 10 credit hours above the 200-level

**Minor in Biochemistry****Course Requirements (16 cr.)**

All courses are 3 credit hours, unless otherwise designated.

- 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.)

Photo credit | **Teresa Sheppard**

## Cognitive Science

Pictured | **Igor Juricevic, Ph.D.** | *University of Toronto, 2006* | Assistant Professor of Psychology

### Cognitive Science

**Igor Juricevic, Ph.D.** | Coordinator  
(574) 520-4285 | [mind.iusb.edu](http://mind.iusb.edu)

#### Faculty Advisors

- Coordinator | **Juricevic**
- Associate Professors | **Dinh, Mecklenburg, Nair, Scheessele, Schult, Shrader, Vrajitoru, Zynda**
- Assistant Professor | **Juricevic**

#### Minor Offered

- Minor in Cognitive Science

#### Course Descriptions

Cognitive Science COGS

Photo credit | **Teresa Sheppard**

#### Minor in Cognitive Science

pictured | **Nick Cwidak** | *Psychology / Biology / Minor in Cognitive Science* | South Bend, Indiana (hometown)

#### 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 [Igor Juricevic](mailto:Igor.Juricevic@iusb.edu) for information about the Cognitive Science Program.

- At least 3 credit hours from each of the areas of computer science or mathematics, philosophy, and psychology, chosen from the courses listed, 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 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 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, biology, linguistics, or neuroscience, among others.

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- Because their content varies, courses marked by asterisk only count toward the minor when offered with subtitles or topics specifically approved by the committee for the minor (see courses marked by an asterisk).

#### Cognitive Science

- COGS-B 190 Human Behavior and Social Institutions  
VT: How the Mind Works: Explorations in Cognitive Science

#### Computer and Information Sciences

- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-B 401 Fundamentals of Computing Theory
- 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 250 Discrete Structures
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 490 Seminar in Computer Science (1-3 cr.) \*
- INFO-I 300 Human-Computer Interaction Design and Programming

#### 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

#### Philosophy (3 cr. minimum)

- 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 \*

#### 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

Photo credit | **Teresa Sheppard**

## Computer and Information Sciences

Pictured | **Raman Adaikkalavan, Ph.D.** | *The University of Texas at Arlington, 2006* | Chair and Associate Professor of Computer and Information Sciences

### Computer and Information Sciences

**Raman Adaikkalavan, Ph.D.** | Chair  
Northside Hall 329 | (574) 520-5521 | [computerscience.iusb.edu](http://computerscience.iusb.edu) | [e-mail](#)

#### Faculty

- Professor | **Wolfer**
- Associate Professors | **Adaikkalavan** (Chair), **Dinh, Hakimzadeh, Nair, Scheessele, Surma, Vrajitoru, Yu, Zhang** (Associate Chair)
- Lecturer | **Holloway**
- Laboratories Manager | **Keeler**
- Faculty Emeriti | **Knight, J. Russo**

#### Undergraduate Degrees Offered

- Bachelor of Science in Computer Science
- Bachelor of Science in Informatics
- [Bachelor of Science in Informatics](#) (Joint Online Collaborative)

#### Minors Offered

- Minor in Computer Science
- Minor in Computer Applications
- Minor in Informatics
- Minor in Cognitive Science

#### Certificates Offered

- Certificate in Computer Programming
- Certificate in Advanced Computer Programming
- Certificate in Computer Applications
- Postbaccalaureate Certificate in Applied Informatics
- Graduate Certificate in Technology Administration

#### Graduate Degree Offered

- Master of Science in Applied Mathematics and Computer Science | Computer Science Data Science

#### Course Descriptions

Computer and Information Sciences CSCI

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- Department Information
- Scheduling of Computer Science Courses
- Placement Examination
- Scholarships
- Informatics Scholarship
- Internships
- Informatics

#### Computer and Information Sciences

Pictured | **David Flowers** | *Computer Science* | Granger, Indiana (hometown)

**Volunteer activity** | Treasurer, Titans Computer Information Sciences

### Computer and Information Sciences

The Department of Computer and Information Sciences (COIS) offers various undergraduate and graduate degrees, minors, and undergraduate, graduate and postbaccalaureate certificates.

The Department offers Bachelor of Science (B.S.) degrees in Computer Science, minors in Computer Science, Computer Applications, and undergraduate certificates in Computer Programming, Advanced Computer Programming, and Computer Applications. COIS also offers a graduate certificate in Technology Administration. In collaboration with other departments and programs the COIS offers a Master of Science (M.S.) in Applied Mathematics and Computer Science with focus areas in Computer Science and Data Science, B.S. in Informatics, Online B.S. in Informatics, minors in Informatics and Cognitive Science, and a Postbaccalaureate Certificate in Applied Informatics.

The B.S. in Computer Science curriculum 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 B.S. in Informatics curriculum follows the guidelines set out by the School of Informatics and Computing, and other computing professional societies and prepares students to apply computer science to another discipline such as STEM, Business, Arts, Social Sciences, etc. The Online B.S. in Informatics is offered jointly with other IU campuses and introduced in 2017. The Postbaccalaureate Certificate in Applied Informatics allows students to switch to information technology careers.

The M.S. in Applied Mathematics and Computer Science (AMCS) is offered jointly with the Department of Mathematical Sciences. Students enroll in one of the following focus areas: *Computer Science*, *Data Science*, *Applied Mathematics*, or *Integrated*. Students in the program take advanced courses in computer science and/or applied mathematics with emphasis on real-world problem solving and applications.

The Minor in Cognitive Science is offered jointly with the departments of Mathematical Sciences, Philosophy, and Psychology.

#### Academic Advising and Scheduling of Computer Science Courses

Any student who intends to major or minor or obtain a certificate offered by the department should contact the administrative assistant or chair of the Department of Computer and Information Sciences as soon as possible to arrange for academic advising. Call (574) 520-5521 to schedule an appointment.

#### Placement Examination

Students planning to enroll in computer science programs typically start with CSCI-B 100 or CSCI-C 101. Students without prior computer programming experience typically start with CSCI-B 100. Students having prior computer

programming experience and have earned a C or better in MATH-A 100 or a minimum 36 ALEKS assessment score typically enroll in CSCI-C 101. The determination of which course to start with should be made in consultation with a Computer Science Academic Advisor.

Students having substantial experience with computer programming may take placement exams to assess their academic skill levels in computer science. Undergraduate students can take placement exams for CSCI-C 101/ INFO-I210, CSCI-C 201/INFO-I 211, and CSCI-C 151, and could test out of these courses. Graduate students can take the placement exams for CSCI-A 504, CSCI-A 506, and CSCI-A 594. Call (574) 520-5521 to schedule the placement exam.

### Scholarships

Scholarships have been established to provide current undergraduate and graduate students majoring in Computer and Information Sciences with financial assistance in completing their degrees. The basis for the scholarships is demonstrated potential for academic excellence in Computer and Information Sciences. The scholarship amount varies (typically \$500 to \$3,500). For more information, refer to [computerscience.iusb.edu](http://computerscience.iusb.edu).

- John P. Russo Scholarship
- William J. Knight Scholarship

### Informatics Scholarship

The Informatics scholarship has been established to provide high achieving incoming highschool students majoring in Informatics with financial assistance in completing their degrees. The scholarships will be awarded through the Informatics Committee.

The scholarship provides a total value of \$30,000 over four years (Award will cover the actual cost of tuition and fees up to \$7,500 annually; renewable up to 4 years.) For more information, refer to [www.iusb.edu/informatics](http://www.iusb.edu/informatics).

### Internships

Juniors and seniors enrolled in the B.S. in Computer Science and Graduate students in the M.S. in Applied Mathematics and Computer Science are encouraged to pursue internship opportunities with local, regional, or national organizations.

Students pursuing internships are allowed to enroll for internship credits (after completing the prerequisites for CSCI-Y 398 or CSCI-Y 798) and work in a supervised position at an approved organization. The requirements for a typical 3 credit internship can be satisfied by working for a minimum of 15 hours per week for a period of approximately 4 months (one semester). During this period the intern is jointly evaluated by his or her supervisor at work and the internship coordinator at IU South Bend.

Students should contact the internship coordinator, chair, or graduate director, if they have more questions.

Photo credit | **Teresa Sheppard**

### BS in Computer Science

Pictured | **Matthew Noffsinger** | *Computer Science* | Goshen, Indiana (hometown)

### About the Bachelor of Science in Computer Science

The Bachelor of Science (B.S.) degree is for students interested in learning the principles, applications and technologies of computing and computers. The practical side of computing can be seen in virtually all disciplines. Nearly everyone is a computer user.

Receiving a B.S. in Computer Science enables you to go beyond being a user and to learn to develop technological solutions to problems that range from every day tasks to complex problems such as a self-driving car. Computer Science, in its essence, can be thought of as problem solving. Computing professionals must be adept at modeling and analyzing problems and then design and develop solutions. Computer science has a wide range of specialties including artificial intelligence, computer architecture, computer graphics, computer networks, computer vision, databases, data mining, data streaming, deep learning, distributed computing, game design and development, hardware systems, human computer interaction, information security, parallel computing, quantum computing, software engineering, web design and development, and many others. This degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in Computer Science.

### Academic Advising

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

Students with substantial prior computer programming experience could take the course placement exams to assess their computer programming skills.

Advising holds are placed on all Computer Science students by the College of Liberal Arts and Sciences prior to advance registration and are reset following advising appointments. To determine who your assigned advisor is and how to contact them, see the advising webpage under information for current students at [computerscience.iusb.edu](http://computerscience.iusb.edu) or by contacting the department at [info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521.

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the B.S. in Computer Science must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (39 cr.; 9 cr. of which are met by Major courses)
- Critical Thinking | satisfied by CSCI-C 250 Discrete Structures
- Quantitative Reasoning | satisfied by required Mathematics courses
- Computer Literacy | satisfied by required computer science courses
- Major Requirements (90 cr.)
  - Major Requirements (must be completed with a grade of C-or higher, unless otherwise designated)
  - Minimum of 30 credit hours at the 300- or 400-level

**Major 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 (10 cr.)****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.)  
Credit not given for both PHYS-P 201 and PHYS-P 221

**Physics Option 2**

- PHYS-P 202 General Physics 2 (5 cr.)  
Credit not given for both PHYS-P 202 and PHYS-P 222

**Physics Option 3**

- PHYS-P 221 Physics 1 (5 cr.)  
Credit not given for both PHYS-P 201 and PHYS-P 221

**Physics Option 4**

- PHYS-P 222 Physics 2 (5 cr.)  
Credit not given for both PHYS-P 202 and PHYS-P 222

**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 (51 cr.; 9 of which meet General Education Requirements)**

**Note** | A grade of C– or higher in each course is required. At least 26 of the 51 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. Recommended to take CSCI-B 100 before CSCI-C 101, please consult a CS Academic Advisor.

- CSCI-C 151 Multiuser Operating Systems (2 cr.)  
Test out is available
- CSCI-C 201 Computer Programming II (4 cr.)  
Test out is available
- 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 421 Digital Design (4 cr.)
- CSCI-C 435 Operating Systems 1 (4 cr.)
- CSCI-C 455 Analysis of Algorithms I

• Three additional computer science courses (at least 9 cr.) at or above the level of CSCI-C 243 Introduction to Data Structures. Select from the following (for additional courses, department approval is required):

- 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 Applied Deep Learning, Web Programming, Game Programming, Software Engineering, Design Patterns in Java, and Applied Data Mining )
- CSCI-Y 398 Internship in Professional Practice
- MATH-M 471 Numerical Analysis 1

**General Electives (7 cr.)**

Photo credit | **Teresa Sheppard**

**Minor in Computer Science**

Pictured | **Matthew Golden** | *Computer Science* | Argos, Indiana (hometown)

**Minor in Computer Science**

The Department of Computer and Information Sciences at IU South Bend offers graduate and undergraduate degrees, minors and certificates in Computer Science. The practical side of computing can be seen in virtually all disciplines. Nearly everyone is a computer user.

The Minor in Computer Science provides a solid foundation to computer science and computer programming; it will allow students to understand how computer programs work and to develop software solutions to real-world problems. It will also allow students who are majoring in other fields such as psychology, philosophy, criminal justice, biology, physics, chemistry, actuarial science, new media, business, health sciences, sociology, anthropology, etc. to gain understanding of the computing that takes place in these fields, and also allow them to develop software systems to solve domain specific problems.

Students take courses in structured programming, object-oriented programming, and data structures. Students are exposed to operating systems and two additional subfields through the required electives.

The Minor in Computer Science will also allow students to continue their education beyond the minor with a Bachelor of Science degree in Computer Science or Bachelor of Science degree in Informatics.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

### Requirements (20 cr.)

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

- 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

Photo credit | **Teresa Sheppard**

### Certificates in Computer Sciences

Pictured | **Joseph Lyons** | *Certificate in Computer Programming* | Plymouth, Indiana (hometown)

### Certificate in Computer Programming

#### [Student Consumer Information About this Program >>](#)

Students who successfully complete the Certificate in Computer Programming will have full command of a modern programming language used in the information technology industry; be able to analyze computational problems and create algorithms to solve them; be able to design, write, debug, and document well modularized programs to implement these algorithms; and be able to work comfortably with the standard basic data structures and algorithms that are widely known and employed by programming professionals.

This certificate could allow current IU South Bend students as well as professionals in fields such as psychology, philosophy, criminal justice, biology, physics, chemistry, actuarial science, new media, business, health sciences, sociology, anthropology, etc. to gain understanding of the computing that takes place in these fields, and also allow them to develop basic software systems to solve domain specific problems.

A student who has earned the Certificate in Computer Programming may afterwards continue to take additional courses and earn the Certificate in Advanced Computer Programming and/or the Bachelor of Science in Computer Science.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

- 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 Reading, Writing, and Inquiry I 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 Computer Applications

#### [Student Consumer Information About this Program >>](#)

The Certificate in Computer Applications provides students with the knowledge and understanding of various information technologies. It provides the necessary technical expertise to those who currently hold positions that make extensive use of computer technology and its applications but feel a gap in their IT knowledge. It also provide expertise to those who are considering such positions in the future and need solid knowledge and expertise in the use and integration of computer applications and introduction to various ways computers are used to solve problems. Potential students who may benefit from this certificate may be found in many organizations, including health care, science and engineering, government, and not-for-profit agencies. In addition, existing students at IU South Bend, may find this certificate complementary to their major.

Students can take courses related to computer hardware and software components and learn how they operate, learn common office automation and productivity application software, introductory courses in operating systems, problem solving using programming, event driven programming and graphical user interfaces, web programming, computer networks and the client/server computing model, and multimedia arts and technology.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

- The student must complete the following courses at IU South Bend with a grade of C– or higher. At least 12 of the 15 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 (15 cr.)

All classes are 3 credit hours, unless otherwise designated.

#### Select at least 15 cr. from the following:

- CSCI-A 106 Introduction to Computing

- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)
- INFO-I 213 Web Site Design and Development
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

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### Certificate in Advanced Computer Programming

#### Student Consumer Information About this Program >>

The Certificate in Advanced Computer Programming builds upon the skills developed in the Certificate in Computer Programming by training professionals and current students in mid-size software development projects, macro-level problem solving, project management, working in teams, etc. Students who complete this certificate will receive training in computer architecture, systems analysis and design, and one additional elective course (applied deep learning, artificial intelligence, computer graphics, databases, embedded systems, game programming, mobile computing, security, software engineering, web programming, etc.)

A student who has earned this certificate may afterwards continue to take additional courses and earn the B.S. in Computer Science.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

- 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 Reading, Writing, and Inquiry I on the IU South Bend English placement examination.

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### 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 course above the level of CSCI-C 243 Introduction to Data Structures

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### Graduate Certificate in Technology for Administration

The goal of the Graduate Certificate in Technology for Administration is to provide the necessary technical knowledge to those who are already in management

positions or those who are considering management positions in the future. The certificate introduces students to programming, database systems, computer networking, and web development.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

- 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

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Photo credit | **Teresa Sheppard**

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### MS in Applied Mathematics and Computer Science

Pictured | **Christian Sassano** | *M.S. in Applied Mathematics and Computer Science* | B.S., College of William and Mary, 2014 | South Bend, Indiana (hometown)

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### Master of Science 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 mathematics, science, business, or related areas; 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, both disciplines, or data science. 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 150 or higher on the quantitative component of the Graduate Record Examination (GRE) under the new GRE scoring system. If GMAT scores of comparable percentile are available, they can also be considered. 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 may require additional coursework.

### 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 in paper-based tests, 213 in computer-based tests, and 80 in Internet-based tests is currently required)

### Degree Requirements >>

Photo credit | **Teresa Sheppard**

### Minors in Computer Applications

Pictured | **Christopher Tulay** | *Pre-Engineering* | Sharon Hill, Pennsylvania (hometown)

### Minor in Computer Applications (15 cr.)

The Minor in Computer Applications provides current IU South Bend students with the knowledge and understanding of various information technologies. The minor provides the necessary technical expertise to students who are considering positions that make extensive use of computer technology and its applications to solve problems. Potential positions that may benefit from this minor may be found in many organizations, including business, health care, science and engineering, government, and not-for-profit agencies. In addition, existing students at IU South Bend, may find this minor complementary to their major.

Students can take courses related to computer hardware and software components and learn how they operate, learn common office automation and productivity application software, and introductory courses in operating systems, problem solving using programming, event driven programming and graphical user interfaces, web programming, computer networks and the client/server computing model, and multimedia arts and technology.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with a computer science advisor to develop a plan for their academic course of study.

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated. A grade of C- or higher in each course is required. At least 12 of the 15 credit hours must be taken at IU South Bend.

### Select (at least) 15 cr. from the following:

- CSCI-A 106 Introduction to Computing
- CSCI-A 107 Advanced Microcomputing (4 cr.)
- CSCI-A 201 Introduction to Programming (4 cr.)
- CSCI-A 340 An Introduction to Web Programming
- CSCI-B 100 Problem Solving Using Computers (4 cr.)
- CSCI-C 101 Computer Programming I (4 cr.)
- CSCI-C 151 Multiuser Operating Systems (2 cr.)
- INFO-I 213 Web Site Design and Development
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

Photo credit | **Teresa Sheppard**

### MS in Applied Mathematics and Computer Science

Pictured | **Ruth Davison-Hernandez** | *M.S. in Applied Mathematics and Computer Science* | B.S. in Communications, Minor in Marketing, Holy Cross College, 2016 | South Bend, Indiana (hometown)

### Degree Requirements

The program is tailored to individual student needs and consists of 30 credit hours. Students can choose between the following 3 options:

1. Thesis option: 30 credits hours (24 credits coursework + 6 credits thesis)
2. Project option: 30 credit hours (27 credits coursework + 3 credits project)
3. Coursework option: 30 credit hours (30 credits coursework + exit exam)

A student can choose one of the four focus areas: Computer Science, Applied Mathematics, both disciplines, and Data Science.

- Graduating with a focus area (1) or (2) requires at least 21 credits in that discipline, including the thesis or project if applicable.
- No more than two 400-level courses may apply towards this degree.
- A student may transfer at most 6 credit hours of the Applied Mathematics and Computer Science degree program coursework from an accredited institution.
- At most 14 credit hours of online courses.
- At least 21 credit hours of courses taken at IU South Bend.
- 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.

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### Computer Science

Students who pursue the Computer Science focus area complete their degree requirements by taking courses from the following list. Additional courses can be taken with the approval of the graduate director.

#### Recommended Courses

All courses are 3 credit hours, unless otherwise designated.

- 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 541 Hardware System Design I
- 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-C 690 Special Topics in Computing
- CSCI-P 536 Advanced Operating Systems
- CSCI-P 565 Software Engineering I

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### Applied Mathematics

#### 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 562 Statistical Design of Experiments
- MATH-M 565 Analysis of Variance
- MATH-M 569 Statistical Decision Theory
- MATH-M 571 Analysis of Numerical Methods I
- MATH-M 572 Analysis of Numerical Methods II
- MATH-M 574 Applied Regression Analysis
- MATH-M 575 Simulation Modeling

- MATH-M 576 Forecasting
- MATH-M 577 Operations Research: Modeling Approach
- MATH-M 590 Seminar

Students are encouraged to take courses bridging the two disciplines (e.g. MATH-M 562 Statistical Design of Experiments, MATH-M 571 Analysis of Numerical Methods, and CSCI-B 581 Advanced Computer Graphics). Both full- and part-time study is possible.

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### Data Science

- A student must take seven courses from the following four categories.
- If a project (3 cr hours) or a thesis (6 cr hours) is clearly related to at least one of the four categories, it may substitute one or two core courses in the corresponding category(ies).
- If a student has taken courses in one or more of the data science categories as part of their undergraduate degree, up to two such courses can be counted as satisfying a category requirement. However, these courses do not count towards the total graduate credits, which must be satisfied by taking other elective courses

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**Courses marked with an asterisk (\*) can be counted only towards one of the listed categories**

### Data Mining

Select one (or more) from the following:

- CSCI-C 690 Special Topics in Computing VT: Introduction to Data Science
- CSCI-C 690 Special Topics in Computing \* VT: Applied Data Mining
- MATH-M 590 Seminar \* VT: Statistical Learning

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### Database and Computing

Select two (or more) from the following:

- CSCI-B 503 Algorithms Design and Analysis
- CSCI-B 561 Advanced Database Concepts
- CSCI-C 442 Database Systems
- CSCI-C 690 Special Topics in Computing VT: Security

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### Machine Learning

Select two (or more) from the following:

- CSCI-B 551 Elements of Artificial Intelligence
- CSCI-B 553 Neural and Genetic Approaches to Artificial Intelligence
- CSCI-C 690 Special Topics in Computing \* VT: Applied Data Mining
- CSCI-C 690 Special Topics in Computing VT: Deep Learning
- MATH-M 590 Seminar \* VT: Statistical Learning

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### Statistics

Select two (or more) From the following:

- MATH-M 562 Statistical Design of Experiments
- MATH-M 565 Analysis of Variance
- MATH-M 574 Applied Regression Analysis

- MATH-M 576 Forecasting
- MATH-M 590 Seminar \*  
VT: Statistical Learning

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### Thesis option

Students who choose the thesis option must complete six credit hours of thesis and 24 credit hours of 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 tenure-track or tenured 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 and the approved proposal to the graduate director. Upon completion of the thesis, a written document is prepared and an oral defence is scheduled. The document is to be reported in a thesis format. After a successful defence, the final version will be archived in the department and in the IU South Bend library.

The thesis is considered complete when the student

- has successfully defended it
- has made all remaining corrections to the document
- has submitted the final version for archiving

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### Project Option

Students who choose the project option should complete three credit hours of the project and 27 credit hours of coursework. The student should identify an advisor and submit a 2-5 page project proposal approved by the advisor to the graduate director. The advisor is a tenure-track or tenured faculty member from either the Department of Computer and Information Sciences or the Department of Mathematical Sciences. Upon completion of the project, a report should be submitted to the graduate director in the form of a technical report (main body minimum 10 pages with 12-point font, 1.5 space, and 1 inch margin) or professional publication (no page number requirement). The report will be published on our program webpage.

Project samples can be found at [https://www.iusb.edu/computerscience/research/technical\\_reports.php](https://www.iusb.edu/computerscience/research/technical_reports.php).

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### Coursework Option

Students who choose the coursework option should complete 30 credits of coursework and take an exit exam. The student should contact the graduate director one semester before the graduating semester for exam arrangements.

The exam is based on 3 courses (at least 2 courses at 500-level) chosen by the student from the list of courses that the student took. The exam is two hours long, and the passing grade is C (or 73%). If the student fails the exit exam, he or she has option to take the exam again up to three times total, or to do a project instead.

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### 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.
- 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.

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Photo credit | **Teresa Sheppard**

## Criminal Justice

Pictured | **Dave Surma, Ph.D.** | University of Notre Dame, 1998 | Interim Associate Dean; and Associate Professor of Computer Science

### Criminal Justice

**Dave Surma, Ph.D. | Interim Chair**  
**Wiekamp Hall 2188 | (574) 520-4836 | [cjus.iusb.edu](http://cjus.iusb.edu)**

#### Faculty

- Associate Professor | **Surma** (Interim Chair), **Xu**
- Assistant Professors | **Kumar**
- 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 Offered

- Bachelor of Science in Criminal Justice

#### Minor Offered

- Minor in Criminal Justice

#### Course Descriptions

Criminal Justice CJUS

#### BS in Criminal Justice

Pictured | **Luis Guardado** | *Criminal Justice* | South Bend, Indiana (hometown)

#### About the Bachelor of Science in Criminal Justice

What is a Criminal Justice major all about? One definition of the discipline of Criminal Justice (CJ) is that it is the study of both domestic and international structures, functions, behaviors, and public policies related to the apprehension, prosecution, sentencing, and incarceration of offenders. Though somewhat formal, this definition makes an important point...Criminal Justice is the "study of." Some people think that CJ is all about learning how to be a field practitioner (i.e., probation officer, police officer, FBI agent, etc.). While your Criminal Justice degree will prepare you for employment in the CJ arena, it is not a degree that involves specific job training; rather, it is the scholarly study of how justice is dispensed in our system of government and around the world.

In the United States, individuals are given many rights and liberties that are safeguarded in the Bill of Rights. This places our justice system in a difficult but fascinating dilemma. How does the system balance individual liberty with the need for order? Order is certainly essential, but not at the expense of our rights and liberties. The criminal

justice system is, therefore, held accountable to treat individuals equally and with "due process." Our social system benefits when this accountability is appreciated and acted upon by criminal justice practitioners.

Our graduates are prepared for a wide range of careers (almost too numerous to mention here!) 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 other areas.

Students are encouraged to meet with a faculty member to discuss their career goals and options, and learn more about this truly exciting and highly relevant area of study.

#### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are reset following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

#### Admission to the Criminal Justice Major

Students in the Criminal Justice program must first complete the preliminary requirements.

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
- World Language Successful completion of a second-year, second-semester language class, designated as 204, or 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. (3-12 cr.)
- Major Requirements (36 cr.)
- Additional Requirements (18 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

- Minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

#### Major Requirements (36 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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 at or above the 300-level

### Additional Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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

### 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.

### CJUS Admission to the Major

Pictured | **Diane Setero** | *Criminal Justice / Minor in German* | South Bend, Indiana (hometown)  
**Club affiliation** | Secretary, German Club

### Admission to the Criminal Justice Major

Students interested in pursuing a major in Criminal Justice are required to complete the following requirements before formal admission to the Bachelor of Science program in Criminal Justice.

#### Step I.

#### Course Requirements

Complete the following courses with a minimum grade of C within the first 30 credit hours as a Criminal Justice pre-major at IU South Bend.

- CJUS-P 100 Introduction to Criminal Justice
- ENG-W 131 Reading, Writing, and Inquiry I (meets campus writing requirement)
- SPCH-S 121 Public Speaking (meets campus oral communication requirement)
- Computer Literacy (select from approved list of campus computer literacy courses)
- One MATH course (required for students with ALEKS score of 30 or below)

#### Step II.

All students who have not received an Associate Degree need to have a minimum cumulative GPA of 2.5 to become a Criminal Justice major at IU South Bend. Transfer students without an Associate Degree or who have not completed the Statewide Transfer General Education Core are required to complete the pre-major requirements within the first 30 credit hours at IU South Bend.

Students with a cumulative GPA below 2.5 are subject to further review by the Criminal Justice department.

Students under further review must maintain a minimum semester GPA of 2.5 in the next two semesters and complete the pre-major requirements within the next 30 credit hours.

#### Step III.

Students who successfully complete the pre-major requirements will be notified by an academic advisor to confirm the major update.

#### Step IV.

Students who do not meet the Criminal Justice pre-major requirements are recommended to repeat the required courses. Students who do not meet the pre-major requirements after a second attempt, or do not meet the pre-major requirements within the first 30 credit hours of pre-major status, will not be accepted as a Criminal Justice major and are recommended to consider an alternative major.

#### Step V.

The Criminal Justice pre-major requirements apply to new students and transfer students who matriculated at IU South Bend after May 1, 2013.

### Back to Bachelor of Science in Criminal Justice Requirements >>

Photo credit | **Teresa Sheppard**

### Minor in Criminal Justice

Pictured | **Tyler Garber** | *Criminal Justice / Minor in History* | Bristol, Indiana (hometown)

### Minor in Criminal Justice

- Students 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 (course can be used once only towards the minor)
- 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 (course can be used once only towards the minor)

Photo credit | **Teresa Sheppard**

## Minor in Earth and Space Science

Pictured | **Henry P. Scott, Ph.D.** | *University of California, Santa Cruz, 2001* | Chair, Department of Physics and Astronomy, and Professor of Physics and Astronomy

- GEOL-G 219 Meteorology
- PHYS-N 190 The Natural World  
VT: Energy in the 21st Century

Photo credit | **Teresa Sheppard**

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### Earth and Space Sciences

**Henry P. Scott, Ph.D.** | Coordinator  
Northside Hall 355 | (574) 520-4467

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#### Faculty

- Professors | **J. Hinnefeld, Levine, Lynker, Scott**  
(Coordinator)
- Senior Lecturer | **Borntrager**

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#### 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.

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#### Minor Offered

- Minor in Earth and Space Science

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#### Course Descriptions

Astronomy AST | Geology GEOL | Physics PHYS

Photo credit | **Teresa Sheppard**

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#### Minor in Earth and Space Science

Pictured | **Joseph Williamson** | *Chemistry / Minor in Earth and Space Science* | Fayetteville, Arkansas (hometown)

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#### 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-A 453 Topics in Astrophysics
- AST-N 190 The Natural World  
VT: Worlds Outside Our Own; OR  
AST-N 190 The Natural World  
VT: Stars and Galaxies
- AST-N 390 The Natural World  
VT: History of the Universe
- GEOG-G 338 Geographic Information Science
- GEOL-N 190 The Natural World  
VT: Geology of the National Parks; OR  
GEOL-N 190 The Natural World  
VT: Rocks, Gems, and Fossils; OR  
GEOL-N 190 the Natural World  
VT: Earth and Space
- GEOL-N 390 The Natural World  
VT: Natural Hazards and Disasters
- GEOL-G 210 Oceanography

## Minor in East Asian Studies

Pictured | **Scott Sernau, Ph.D.** | *Cornell University, 1991* | Professor of Sociology

### East Asian Studies

**Scott Sernau, Ph.D.** | **Coordinator**  
(574) 520-4395 | [internationalprog.iusb.edu](mailto:internationalprog.iusb.edu)

#### Faculty

- Coordinator | **Sernau**
- Faculty Advisors | **Chaney, Fong-Morgan, Green, Hernando, Obata, Sernau, Stockman, Zwicker**

#### 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.

#### Minor Offered

- Minor in East Asian Studies

#### Course Descriptions

Japanese and Chinese EALC

#### Minor in East Asian Studies

Pictured | **Christian Rugelio** | *Physics / Minor in East Asian Studies* | Goshen, Indiana (hometown)

**Club affiliation** | Japanese Club

#### Minor in East Asian Studies

- 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.
- Students seeking to apply a course with a comprehensive theme (rather than with an East Asian regional theme) to the minor 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.

#### 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.)
- Five classes, no more than three from any one department

**Select four classes from the following, or an approved alternate:**

- EALC-E 271 Modern and Contemporary Japanese Culture
- EALC-E 350 EStudies in East Asian Society
- EALC-J 201 Second Year Japanese 1 (4 cr.)
- EALC-J 202 Second Year Japanese 2 (4 cr.)
- EALC-J 301 Third-Year Japanese 1
- EALC-J 302 Third-Year Japanese 2
- EALC-J 310 Japanese Conversation
- EALC-J 401 Fourth-Year Japanese I
- EALC-J 402 Fourth-Year Japanese II
- EALC-J 451 Readings in Japanese Newspapers and Journals
- ENG-W 250 Writing in Context  
VT: Travel Writing
- 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
- INTL-I 490 International Studies Capstone Seminar OR  
SOC-S 460 Topics in Non-Western Cultures  
VT: Global Issues
- PHIL-P 374 Early Chinese Philosophy
- REL-R 153 Religions of Asia
- TEL-R 404 Topical Seminar in Telecommunications  
VT: Japan, Asia, and the World in Media

Photo credit | **Teresa Sheppard**

## Department of English

Pictured | **Jake Mattox, Ph.D.** | *University of California San Diego, 2007* | Chair and Associate Professor of English

### English

**Jake Mattox, Ph.D. | Chair**  
**Wiekamp Hall 3147 | (574) 520-4408 | [english.iusb.edu](http://english.iusb.edu)**

### Faculty

- Professors | **Brittenham, Chaney, Roth**
- Associate Professors | **Balthaser, Ervick, Gindele, He, Kahan, D. Lee, Magnan-Park, Mattox (Chair), K. Smith**, Takanashi
- Senior Lecturers | **Botkin, J. Collins, Cubelic, Economakis, Giorgio-Rubin, Michaels, Nichols-Boyle**
- Lecturers | **Kelley**
- Faculty Emeriti | **J. Blodgett, E. Lyons, Robinson, Scanlan, Sherwood, Vander Ven, Wolfson**
- Advisor (Creative Writing Minor) | **Ervick**
- Advisor (Film Studies Minor) | **Roth**

### 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.

### Undergraduate Degree Offered

- Bachelor of Arts in English

### Minors Offered

- Minor in English
- Minor in Creative Writing
- Minor in Film Studies

### Certificate Offered

- Certificate in Professional Writing

### Graduate Degree Offered

- Master of Arts in English

### Course Descriptions

Comparative Literature CMLT | English ENG | Linguistics LING

### Index

- English as a Second Language

### BA in English

Pictured | **Kelsey Williams** | *English* | New Carlisle, Indiana (hometown)

### About the Bachelor of Arts in English

Students completing the Bachelor of Arts in English take advantage of small class sizes to develop skills in literary analysis, creative writing, film studies, professional and business writing, and more. The English major prepares students for a variety of careers that demand expertise in thinking critically, communicating effectively, analyzing texts, and writing for a diverse audience—skills highly

prized by employers. Potential careers include, among others, print and electronic journalism, teaching, law, public relations, marketing, technical writing, librarianship, and information management.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who the advisor is and how to contact him or her, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (18 cr.)
  - Elective Requirements (12 cr.)
  - Required Minor taken from any campus, school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 cr. requirement)
- A minimum of 30 credit hours at the 300- or 400-level
  - ENG-W 130 and ENG-W 131 do not count toward the English major

### Major Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated

The English major consists of three core courses, three courses to be chosen from the distribution categories below, and four elective courses. Each student chooses a concentration in literature or writing, which determines the kinds of courses needed as electives.

### Core Requirements (9 cr.)

- ENG-L 202 Literary Interpretation
- ENG-L 371 Critical Practices (must be taken before or concurrently with senior seminar)
- ENG-L 450 Seminar: British and American Authors; OR ENG-L 460 Seminar: Literary Form, Mode, and Theme (not to be taken until almost/all major courses have been completed)

### Distribution Requirements (9 cr.)

All courses are 3 credit hours, unless otherwise designated.

Select one course from each of the following three distribution categories:

#### Category I: American Literature

- 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 Since 1914
- ENG-L 355 American Fiction to 1900
- ENG-L 358 American Literature, 1914-1960
- ENG-L 370 Recent Black American Writing
- ENG-L 379 American Ethnic and Minority Literature

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### Category II: British Literature before 1800

- ENG-E 301 Literatures in English to 1600
- ENG-E 302 Literatures in English 1600-1800
- ENG-L 220 Introduction to Shakespeare
- ENG-L 306 Middle English Literature
- ENG-L 313 Early Plays of Shakespeare
- ENG-L 314 Late Plays of Shakespeare
- ENG-L 315 Major Plays of Shakespeare
- ENG-L 327 Later Eighteenth Century Literature
- ENG-L 347 British Fiction to 1800

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### Category III: British and World Literature after 1800

- ENG-E 303 Literatures in English 1800-1900
- ENG-E 304 Literatures in English 1900-Present
- ENG-L 329 Romantic Literature
- ENG-L 335 Victorian Literature
- ENG-L 348 Nineteenth Century British Fiction
- ENG-L 365 Modern Drama Continental
- ENG-L 382 Fiction of Non-Western World
- ENG-L 388 Studies in Irish Literature and Culture

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### Elective Requirements (12 cr.)

All courses are 3 credit hours, unless otherwise designated

### Concentration in Literature

- 200-level (or higher) English major course (3 cr.)
- 300-level (or higher) literature courses (9 cr.)

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### Concentration in Writing

- 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.)

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Photo credit | **Teresa Sheppard**

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### Minor in English

Pictured | **Rachelle Williams** | *Elementary Education, Special Education / Minor in English* | Cassopolis, Michigan (hometown)

**Club affiliation** | IU South Bend Equestrian Team

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### Minor in English

**Elaine Roth, Ph.D. | Coordinator**  
**Wiekamp Hall 3133 | (574) 520-4224**

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### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Core Requirement (6 cr.)

- ENG-L 202 Literary Interpretation
- Any ENG-E or ENG-L course at the 300-level or above

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### Elective Requirement (9 cr.)

- Three additional English courses chosen from any that count toward the major; two of which must be 300-level or above
- ENG-W 130, ENG-W 131, and General Education Common Core courses do not count toward the minor

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Photo credit | **Teresa Sheppard**

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### Minor in Creative Writing

Pictured | **Jeff Crowder** | *English / Minor in Creative Writing* | South Bend, Indiana (hometown)

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### Minor in Creative Writing

**Kelcey Ervick, Ph.D. | Coordinator**  
**Wiekamp Hall 3167 | (574) 520-4503**

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### About the Minor in Creative Writing

Explore your creative side! The Creative Writing Minor is an excellent complement to any major. Students write original stories, poems, and personal essays; read and analyze important works of literature; and develop practical skills in editing and publishing.

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### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ENG-W 206 Introduction to Creative Writing
- ENG-L 202 Literary Interpretation

### Select one of the following upper-division creative writing courses:

- ENG-W 301 Writing Fiction (may be taken twice for credit)
- ENG-W 302 Screenwriting (may be taken twice for credit)
- ENG-W 303 Writing Poetry (may be taken twice for credit)
- ENG-W 311 Creative Nonfiction (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 creative writing electives:

- ENG-A 190 Art, Aesthetics, and Creativity
- ENG-A 399 Art, Aesthetics, and Creativity
- ENG-W 280 Literary Editing and Publishing
- 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 311 Creative Nonfiction (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 any 300-level literature course (ENG-E 3xx or ENG-L 3xx)

### Special Requirements for English Majors

English majors may minor in creative writing only 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, English majors have the option to substitute another creative writing course for the 300-level literature course requirement of the minor
- ENG-W 130 and ENG-W 131 do not count toward the minor.

Photo credit | **Teresa Sheppard**

### Certificate in Professional Writing

Pictured | **Allison Steele** | *English / Minors in Psychology and East Asian Studies* | Edwardsburg, Michigan (hometown)

Allison is pictured with her "drum" used in Taiko, traditional Japanese drumming

### Certificate in Professional Writing

**Jackie Collins, Ph.D.** | Committee Co-Chair | (574)

520-5547 | [jcollins@iusb.edu](mailto:jcollins@iusb.edu)

**Erinn Kelley, M.A.** | Committee Co-Chair | (574)

520-5502 | [kellee@iusb.edu](mailto:kellee@iusb.edu)

### About the Certificate Program

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.

### Approval of Substitute Courses

Students may petition 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.

### Enrollment Eligibility

**For Undergraduate Students** | 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.

**For Returning IU South Bend Graduates** | Returning IU South Bend graduates seeking to enroll in the certificate program must submit to the chair of the English Department a brief formal declaration of intention 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. Any returning IU South Bend graduate may count up to 6 credit hours of prior eligible coursework at IU South Bend (at a grade of B or higher) that was completed within the past two calendar years. Enrollment may be granted to such students when the declaration of intention is submitted. Further credit hours may be granted by the chair of the English Department through written appeal.

**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 chair of the Department of English a brief formal declaration of intention. Enrollment is considered probationary until the student has successfully completed 6 credit hours within the program.

### Certificate Requirements

All courses are 3 credit hours, unless otherwise designated.

Completion of the certificate program requires 12 credit hours of coursework. Students must select at least three (and up to four) core courses and, if needed to reach 12 credits, one elective from the following lists:

#### Core Courses

Select three (and up to four) core courses:

- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing
- ENG-W 250 Writing in Context (variable topics)
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media

#### Electives

Select (up to) one of the following:

- ENG-W 260 Film Criticism
- ENG-W 270 Argumentative Writing
- ENG-W 301 Writing Fiction
- ENG-W 350 Advanced Expository Writing
- JOUR-J 341 Newspaper Reporting
- JOUR-J 351 News Editing
- JOUR-J 410 Media as Social Institutions
- TEL-T 211 Writing for the Electronic Media

### Practicum/Internship Option

Students may, with permission of the chair of the Department of English, enroll in one supervised writing internship (ENG-W 398 Internship in Writing) or practicum after they have completed 9 of their 12 hours of course work 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.

Photo credit | **Teresa Sheppard**

## About the MA in English Master of Arts in English

**Kyoko Takanashi, Ph.D. | Director of Graduate Studies**  
Wiekamp Hall 3127 | (574)520-4304 | [website](#)

### About the Master of Arts in English

The Master of Arts (MA) in English is a 36 credit hour program. The MA 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.

### 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.

### 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 <https://www.iusb.edu/graduate-studies/index.php>.

### Standard Application

- 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, preferably from faculty members who can speak to the applicant's academic qualifications
- 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
- Acceptable TOEFL scores or other English language exam scores for applicants from non-English speaking countries (the recommended score is 100 for the internet-based TOEFL exam or its equivalent). A telephone interview may also be

required. Admission will not be granted without proof of English language proficiency.

### Application for Dual-Credit High School Teachers

- A statement of purpose (two- to three-page essay, double spaced), focusing on the candidate's teaching career, types of courses taught, and how graduate course work may improve the candidate's teaching.
- A letter of recommendation from the principal or department head, indicating the candidate's need for a graduate degree to teach dual-credit courses and commenting upon their qualifications as a teacher.
- 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

### Application Deadline

Applications are reviewed as received.

### Degree Requirements >>

#### Master of Arts in English

Pictured | **Briana Becker** | *English, Creative Writing* | Mishawaka, Indiana (hometown)  
Participates in "Pub Hub"  
Photo credit | **Noah Becker** (age 5)

#### Master of Arts in English

The Master of Arts (MA) in English offers a flexible program of study that enables students to shape their course of study. All students take four core courses in literary analysis, prose style, composition theory, and literary 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 four electives in that area.

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.

#### World Languages Requirement

Students must have completed two college semesters of a single world language by the time the MA 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 MA 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.

Students who currently hold a valid Indiana teaching license are exempt from the World Language Requirement.

#### 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.

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### Degree Requirements (36 cr.)

All courses are 4 credit hours, unless otherwise designated.

### Required Courses (16 cr.)

- ENG-G 660 Stylistics (through Fall 2018)  
ENG-W 616 Prose Style Workshop (Pending final approval) from Spring 2019
- ENG-L 501 Professional Scholarship in Literature
- ENG-L 502 Contexts for Study of Writing
- ENG-L 680 Special Topics-Literature Study and Theory

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### Electives (16 cr.)

**Select four courses from the list below (Any alternatives require approval of the Director of Graduate Studies)**

Students opting to complete a final MA project in creative writing must complete at least three writing workshops for their electives, one of which must be in the project's genre of choice. Likewise, students opting to complete a final MA project in literature must complete at least three literature courses for their electives, one of which must be in the project's area of specialization. Students opting to complete a final MA project in literacy, rhetoric, or composition can take any four electives from the list below.

- ENG-L 590 Internship in English
- ENG-L 612 Chaucer
- ENG-L 623 English Drama from the 1590s to 1800, Exclusive of Shakespeare
- ENG-L 625 Readings in Shakespeare
- ENG-L 631 English Literature 1660-1790
- ENG-L 639 English Fiction to 1800
- ENG-L 642 Studies in Romantic Literature
- ENG-L 647 Studies in Victorian Literature
- ENG-L 650 Studies in American Literature to 1900
- ENG-L 653 American Literature 1800-1900
- ENG-L 660 Studies in British and American Literature 1900 to Present
- ENG-L 674 Studies in International English Literature
- ENG-L 680 Special Topics in Literary Study and Theory

- ENG-L 681 Genre Studies
- ENG-L 695 Individual Readings in English
- ENG-W 511 Writing Fiction
- ENG-W 513 Writing Poetry
- ENG-W 615 Writing Creative Nonfiction

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### Final Thesis Project (4 cr.)

- ENG-L 699 MA Thesis; OR  
ENG-W 609 Directed Writing Projects

## English as a Second Language

Pictured | **Shawn Nichols-Boyle** (Director), **Junlin Yu** (China), **Fabiole Wale** (Ivory Coast), **Shuo Zhang** (China), **Naif Alharthi** (Saudi Arabia), **Adel Alhalafi** (Saudi Arabia), **Jin Chao Chen** (Parkersburg, WV), **Majed Arabghi** (Saudi Arabia), **Hamad Almutairi** (Saudi Arabia)

Photo credit | **Teresa Sheppard**

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## English as a Second Language

**Shawn Nichols-Boyle, Ph.D. | Director**  
**Wiekamp Hall 3161 | (574) 520-4360 | [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 Reading, Writing, and Inquiry 1, required for all IU South Bend degrees. Finally, a research-oriented graduate-level ESL composition course, similar to the undergraduate ENG-W 131 Reading, Writing, and Inquiry 1 course, is available as ENG-G 13 Academic Writing for Graduate Students in the general course list (ENG).

Non-native 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.

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## Environmental Studies

Pictured | **Deborah Marr, Ph.D.** | *Indiana University, 1997*  
| Associate Professor of Biology

### Environmental Studies

**Deborah Marr, Ph.D.** | **Coordinator**  
**Northside Hall 132D** | **(574) 520-5564**

### Faculty

- Coordinator | **Marr**
- Faculty Advisors | **Marr, Marmorino, Schnabel, Scott, Sernau, Shockey, Smith**

### 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

Anthropology ANTH | Biology BIOL | Chemistry CHEM | Fine Arts FINA | Geography GEOG | Geology GEOL | History HIST | International Studies INTL | Philosophy PHIL | Physics PHYS | Political Science POLS | Sociology SOC | Women's and Gender Studies WGS

### Minor in Environmental Studies

Pictured | **Skye McDonald** | *Biological Sciences / Minor in Environmental Studies* | Mishawaka, Indiana (hometown)

### Minor in Environmental Studies

- Students are required to take 15 credit hours distributed among 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.

### Requirements (15-17 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Physical Science (3 cr.)

Select one of the following:

- CHEM-N 190 The Natural World  
VT: Chemistry and Our Environment
- CHEM-N 390 The Natural World  
VT: Environmental Chemistry for a Sustainable Future
- GEOL-G 111 Physical Geology
- PHYS-N 190 The Natural World

VT: Energy in the Twenty-First Century

### Biological Science (3-5 cr.)

Select one of the following:

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-N 390 The Natural World  
VT: Environmental Biology
- BIOL-L 473 Ecology; AND  
BIOL-L 474 Field and Laboratory Ecology (2 cr.)

### Policy/Ethics (6 cr.)

Select two of the following:

- ANTH-E 380 Urban Anthropology  
(may be joint listed as SOC-S 306 Urban Society)
- INTL-I 490 International Studies Capstone Seminar  
(may be joint listed as SOC-S 460 Topics in Non-Western Culture VT: International Inequalities and Global Issues)
- 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 OR  
VT: Costa Rica (may be joint listed as SOC-S 362 World Societies and Cultures); OR  
VT: Animals and Society

### Electives (3 cr.)

Any of the above courses not already used in the specified areas, in addition to:

- AHST-T 390 Literary and Intellectual Traditions  
VT: History of Landscape
- 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)
- BIOL-L 304 Marine biology
- FINA-A 190 Art, Aesthetics, and Creativity  
VT: Exploring the City
- GEOG-G 338 Geographic Information Science
- GEOL-G 210 Oceanography
- GEOL-G 219 Meteorology
- GEOL-G 451 Principles of Hydrogeology
- HIST-T 190 World Literary and Intellectual Traditions  
VT: Humans and the Environment  
VT: The Modern City
- WGS-T 390 Literary and Intellectual Traditions  
VT: Women and Sustainability

Photo provided by Department of Environmental Studies

## European Studies

Pictured | **Julio F Hernando, Ph.D.** | *Washington University in St. Louis, 2005* | Associate Professor of Spanish

### European Studies

**Julio F Hernando, Ph.D.** | Coordinator  
(574) 520-4604

#### Faculty

- Coordinator | **Hernando**
- 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.

#### Minor Offered

- Minor in European Studies

Photo credit | **Julio Hernando** at Ponte Santa Trinita, Florence, Italy

#### Minor in European Studies

Pictured | **Krista Cox** | *English / European Studies* | College of Liberal Arts and Sciences Dean's Scholarship award winner | Granger, Indiana (hometown)

#### 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); Sites of Enlightenment (London and Edinburgh) [all study abroad courses include 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 390 Literary and Intellectual Traditions VT: National Socialism VT: The Great War 1914-1918 VT: Gender and Biography in Europe

#### 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

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### 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 305 Masterpieces of Spanish Literature 1
- SPAN-S 306 Masterpieces of Spanish Literature 2
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 418 Hispanic Drama
- SPAN-S 495 Hispanic Colloquium VT: Don Juan, Medieval Spanish Literature

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### Study Abroad in Europe or Independent Study Project (3 cr.)

Photo credit | Krista Cox

## Minor in Film Studies

Pictured | **Elaine Roth, Ph.D.** | *University of Oregon, 1999*  
| Professor of English

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### Film Studies

**Elaine Roth, Ph.D. | Coordinator**  
**Wiekamp 3133 | (574) 520-4224 | [english.iusb.edu](http://english.iusb.edu)**

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### Faculty

- Coordinator | **Roth**
- Faculty Advisors | **Luppés, 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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### Minor Offered

- Minor in Film Studies

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### Course Descriptions

Comparative Literature CMLT | English ENG | French FREN | German GER | History HIST

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### Minor in Film Studies

Pictured | **Dylan Lucas** | *Mass Communication/Public Relations / Minor in Film Studies* | Granger, Indiana (hometown)

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### Minor in Film Studies

### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated. These courses may require additional time for viewing films.

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 297 Film Genres
- 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

Photo credit | **Teresa Sheppard**

## General Studies

Pictured | **Hayley Froysland, Ph.D.** | *University of Virginia, 2002* | Director, General Studies; and Associate Professor of History

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### General Studies

**Hayley Froysland, Ph.D. | Director**  
**Wiekamp Hall 3115 | (574) 520-4260 | [bgs.iusb.edu](http://bgs.iusb.edu)**

#### Faculty

- Director | **Froysland**
- Assistant Director | **J C Wells**

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#### 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.

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#### Undergraduate Degree Offered

Bachelor of General Studies

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#### Course Descriptions

General Studies GNST

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#### Index

- Admission to General Studies
- Academic Forgiveness
- Minors and Certificates
- Internships

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#### Bachelor of General Studies

Pictured | **Kristin Kobb** | *General Studies / Social and Behavioral Sciences* | South Bend, Indiana (hometown)  
**Volunteer activities** | Peer Mentor, First Year Seminar Program

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#### Bachelor of General Studies

**Degree Map | Arts and Humanities >> see department**

**Degree Map | Science and Mathematics >> see department**

**Degree Map | Social and Behavioral Sciences >> see department**

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#### About the Bachelor of 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.

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#### Academic Advising

College policy on academic advising requires that students meet with their academic advisor at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are reset following advising appointments. Students with a declared major are

usually advised in their academic unit. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

Students receiving the Bachelor of General Studies must complete 120 total credit hours including:

- IU South Bend Campuswide General-Education Curriculum (A minimum grade of C (2.0) is required in the following General Education requirement areas: Writing, Oral Communication, Quantitative Reasoning, Computer Literacy, Non-Western Cultures, and Diversity in United States Society)
  - Additional Bachelor of General Studies requirements
  - Arts and Sciences Foundation requirements (69 cr.)
  - General Electives (51 cr.)
- 
- 30 minimum credit hours at the 300- or 400-level required
  - 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); or The National College Credit Recommendation Service (NCCRS). Please note that credits awarded based on external exams or training programs are considered transfer credit.
  - 90 maximum credit hours accepted in transfer from other colleges and universities, to include no more than 60 from junior and/or community colleges
  - 2.0 minimum cumulative grade point average (CGPA)
  - Because 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. Students who minor in an area may take up to six additional credits beyond the minor requirements in order to complete the minor.

### 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 (\*).

- GNST-G 203 Introduction to General Studies\* | Prerequisite: Admission to General Studies or program consent. GNST-G 203 must be completed either prior to or within the first 12 credit hours after admission to the Bachelor of General Studies degree program.
- Quantitative Reasoning\* | One required course; students may not test out of the Quantitative Reasoning requirement.
- Second-level Writing\* | The second-level writing requirement can be met with ENG-W courses above ENG-W 131 Reading, Writing, and Inquiry I or any

course designated as fulfilling the CLAS second-level writing in the Schedule of Classes.

- 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 goals.

### Arts and Sciences Foundation (69 cr.)

The Arts and Sciences Foundation requires completing credits in:

- the three subject areas
- a concentration in the student's subject area of choice
- arts and sciences electives.

A minimum grade of C- is required for all credits in areas A, B, C, and the concentration.

The credits in the three subject areas (A, B, and C) must be completed in at least two separate academic disciplines in each area as follows:

#### A. Arts and Humanities (12 cr.)

African American Studies (AFAM: A150) | American Studies (AMST) | Art History (AHST) | Classical Studies (CLAS) | Comparative Literature (CMLT) | English (ENG) [ENG-W must be W131 or higher] | Fine Arts (FINA) | Folklore (FOLK) | History (HIST) | History and Philosophy of Science (HPSC) | Integrated New Media Studies (INMS) | Philosophy (PHIL) | Religious Studies (REL) | Speech (SPCH) | Telecommunications (TEL) | Theatre and Dance (THTR) | Women's & Gender Studies (WGS: B260, B342, H260, L207, P394, W201) | World Languages (EALC, FREN, GER, SPAN, etc.)

Courses that meet the following General Education requirements:

- A190, A390, A399 Arts, Aesthetics and Creativity
- T190, T390 Literary & Intellectual Traditions

#### B. Science and Mathematics (12 cr.)

Anatomy (ANAT) | Astronomy (AST) | Biology (BIOL) | Chemistry (CHEM) | Computer Science (CSCI) | Geology (GEOL) | Informatics (INFO: I101, 201, I210, I211, I450, I451) | Mathematics (MATH) [MATH-M 108 or higher level] | Microbiology (MICR) | Physics (PHYS) | Physiology (PHSL) | Plant Sciences (PLSC) | Women's & Gender Studies (WGS: N200) | Zoology (ZOO)

Courses that meet the following General Education requirements:

- N190, N390 The Natural World
- Computer Literacy
- Quantitative Reasoning

#### C. Social and Behavioral Sciences (12 cr.)

Anthropology (ANTH) | Criminal Justice (CJUS) | Economics (ECON) | Geography (GEOG) | Informatics (INFO: I202) | Political Science (POLS) | Psychology (PSY) | Sociology (SOC) | Women's & Gender Studies (WGS: E391, P391, P460, S310, S338, S349, S410, W201, W240, W301)

Courses that meet the following General Education requirements:

- B190, B399 Human Behavior and Social Institutions

### Concentration Area (18 cr.)

Concentration area courses must be earned in at least two separate disciplines in one of the three subject areas A, B, or C.

### D. Arts and Sciences Electives (15 cr.)

Arts and Sciences electives may be earned in any of the three subject areas, A, B, or C or additional Arts and Sciences disciplines as follows:

African American Studies (AFAM courses not used above) | Cognitive Science (COGS) | College of Arts & Sciences (COAS) | General Studies (GNST) | Gerontology (GERN) | Honors (HON) | International Studies (INTL) | Sustainability (SUST) | Women's and Gender Studies (WGS courses not used above)

### General Electives (51 cr.)

Certain courses offered by INFO, MUS, and SPEA may be used in other areas depending on course content.

General electives may be selected from Areas A, B, C, D or any of the professional schools of the university:

Allied Health (AHLT) | Business (BUS, BUSE) | Clinical Laboratory Science (CLS) | Continuing Studies (SCS) | Dental Hygiene (DAED, DAST, DHYG) | Education (EDUC) | Health, Physical Education and Recreation (HPER) | Health Sciences (HSC) | Informatics (INFO) | Journalism (JOUR) | Labor Studies (LSTU) | Library and Information Science (ILS, SLIS) | Mass Communications (MASS) | Military Science (MIL) | Music (MUS) | Nursing (NURS) | Public and Environmental Affairs (SPEA) | Purdue Polytechnic (CGT, CNIT, ECET, IT, MET, MFET, TECH, TLI) | Purdue School of Supervision (OLS) | Social Work (SWK) | Undistributed (UNDI)

Photo credit | **Teresa Sheppard**

### Bachelor of General Studies

Pictured | **Gail Dukes** | *General Studies / Minors in African American Studies, Sociology, and Women's and Gender Studies* | South Bend, Indiana (hometown)

### Admission to General Studies

Students must apply separately for admission to the General Studies program. Students should have completed at least 30 credits of undergraduate coursework and must attend an information session before applying for admission. To schedule an information session, contact the General Studies Office: Wiekamp 3115, [intouch@iusb.edu](mailto:intouch@iusb.edu), or (574) 520-4260. Applications for admission to the program are available at the information session and from the General Studies Office.

If admission is approved on or before the pass/fail deadline (as published on the IU South Bend Academic Calendar), a student's current courses will be considered as course work taken after their admission to the General Studies Degree Program. Applications received after the campus pass/fail deadline will be considered for admission for the following semester.

### General Studies Academic Forgiveness

The academic forgiveness policy avoids placing an excessive burden on you if you have previously made an unsatisfactory start at Indiana University. The policy is not intended to enable you to stay in school if you have chronically poor academic performance or to raise false expectations if you are not making progress toward your degree.

If you have successfully completed 12 credit hours in the General Studies Degree Program (with a minimum GPA of 2.0), you may request to use one or both of the following policies:

- At your option, grades of D or F earned at Indiana University five years or more before you were admitted to the General Studies Degree Program may be deleted from our internal record. The cumulative GPA on the Indiana University transcript will not change.
- You may request forgiveness of an unsatisfactory semester (or 12 credit hour period of part-time work) at Indiana University if the semester (or 12 credit hour period) is within a five-year period before your admission to the General Studies Degree Program. Although all Indiana University courses remain on your permanent record, we can exclude all credits you attempted and grade points you earned during this unsatisfactory semester/12 credit hours when computing your Bachelor of General Studies GPA.

If you exercise this option, none of the grades and credits you earned during the unsatisfactory semester/12 credit hours are applicable to your general studies degree. Therefore, you are advised to consult with your general studies advisor about this policy's advisability.

**Important:** Although the options above allow unsatisfactory grades to be removed from our internal record, the grades remain on the official record maintained by the Office of the Registrar. The internal gpa will be reflected on your final transcript as your Degree GPA.

If you want to use the General Studies Academic Forgiveness Policy, please call 520-4214 to schedule an appointment with your academic advisor.

### 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.

### Internships

Students are encouraged to include internships as part of their Bachelor of General Studies degree. Internships provide students with the opportunity to advance in their current job settings. Students may also explore a potential career field, learn job skills, develop the habits of mind valued by employers, and integrate classroom content 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. Internship applications are accepted on a rolling basis, to include no more than nine credits at a single organization.

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Photo credit | **Teresa Sheppard**

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## History

Pictured | **Timothy D. Willig, Ph.D.** | *University of Massachusetts Amherst, 2003* | Chair and Associate Professor of History

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### History

**Timothy D. Willig, Ph.D. | Chair**

**Wiekamp Hall 3286 | (574) 520-4491 | [history.iusb.edu](http://history.iusb.edu)**

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### Faculty

- Professor | **T. Murphy, Nashel, M. Nilsen**
  - Associate Professors | **Froysland, Shlapentokh, Tetzlaff, Willig** (Chair), **Zwicker**
  - 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.

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### Undergraduate Degree Offered

- Bachelor of Arts in History
- 

### Minors Offered

- Minor in History
  - Minor in Art History
- 

### Course Descriptions

Art History AHST | History HIST

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Photo credit | **Teresa Sheppard**

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### BA in History

Pictured | **Kaitlin Mann** | *History* | Mishawaka, Indiana (hometown)

**Club affiliation** | Vice President, History Club

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### About the Bachelor of Art in History

Students completing the Bachelor of Arts in History take advantage of small class sizes to develop skills in historical analysis, learning how to search for patterns and relationships throughout history; and discover the meaning of the past and its relationship to our modern world. The History major prepares students for a variety of careers that require the ability to think critically, communicate effectively, analyze texts, and write for a diverse audience. Potential careers include law, public policy, library studies, and teaching.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (30 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Major and minor requirements must be completed with a grade of C– or higher.

### Major Requirements (30 cr.)

- Six credit hours are required at the 100-level.
- All other courses should be at the 200-level or above.
- HIST-H 217 The Nature of History (should be taken sophomore year).
- HIST-J 495 Proseminar for History Majors.

**Note** | HIST-J 495 is the capstone course of the major. Before taking HIST-J 495, students must submit a portfolio of written work to the department 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.

#### Contents of the portfolio:

- Formal job resume
- Three essays (students should include the original copies with the course instructor's comments and grade)
- A research paper that includes 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?)
- **Note** | No more than three items in any portfolio may come from one class.

### 100-level Courses

All courses are 3 credit hours, unless otherwise designated.

### Select no more than three of the following (9 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-H 118 Modern World History
- HIST-H 124 Latino and African American Civil Rights
- HIST-S 105 American History Honors Survey 1
- HIST-S 106 American History Honors Survey 2
- HIST-S 114 Honors History of Western Europe II
- HIST-T 190 Literary and Intellectual Traditions

### American History (6 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select two courses from the following

- HIST-A 300 Issues in United States History
- HIST-A 301 Colonial America x
- HIST-A 302 Revolutionary America
- HIST-A 303 United States, 1789-1865 I
- HIST-A 305 United States, 1865-1900
- HIST-A 310 Survey of American Indians I
- HIST-A 314 The United States 1917-1945
- HIST-A 315 United States Since World War II
- HIST-A 316 United States Diplomatic History
- HIST-A 318 The American West
- HIST-A 325 American Constitutional History I
- HIST-A 326 American Constitutional History II
- HIST-A 348 Civil War and Reconstruction
- HIST-A 351 The United States in World War II
- 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-A 363 Survey of Indiana History
- HIST-A 373 American History Through Film
- HIST-A 374 September 11 and Its Aftermath
- HIST-A 380 The Vietnam War
- HIST-H 220 American Military History
- HIST-H 225 Special Topics in History
- HIST-H 226 Origins and History of the Cold War
- HIST-H 260 History of Women in the United States
- HIST-H 425 Topics in History
- HIST-H 495 Undergraduate Readings in History
- HIST-H 496 Internship in History
- HIST-T 390 Literary and Intellectual Traditions  
VT: Humans and the Environment  
VT: Civil Rights Era  
VT: The Central Intelligence Agency: Fact and Fiction  
VT: Cold War Cultures  
VT: Everyday Architecture  
VT: The Modern City

### European History (6 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select two courses from the following

- HIST-B 221 Studies in European History
- HIST-B 260 Women, Men, and Society in Modern Europe
- HIST-B 300 Issues in Western European History
- HIST-B 323 History of the Holocaust
- HIST-B 342 Women in Medieval Society
- HIST-B 346 The Crusades
- HIST-B 349 From Stonehenge to King Arthur
- HIST-B 351 Western Europe in the Early Middle Ages
- HIST-B 352 West Europe- High/Late Middle Ages
- HIST-B 353 The Renaissance
- HIST-B 354 The Reformation
- HIST-B 355 Europe: Louis XIV to French Revolution
- HIST-B 356 French Revolution and Napoleon
- 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-B 391 Themes in World History
- HIST-C 386 Greek History-Minoans to Alexander
- HIST-C 388 Roman History
- HIST-C 392 History of Modern Near East
- HIST-D 308 Empire of the Tsars
- HIST-D 310 Russian Revolution and Soviet Regime
- HIST-H 205 Ancient Civilization
- HIST-H 206 Medieval Civilization
- HIST-H 219 Origins and History of the Second World War
- HIST-H 226 Origins and History of the Cold War
- HIST-H 234 Exploration and Discoveries
- HIST-H 235 Discoveries and Settlement
- HIST-H 250 The Holocaust and Genocide in the Modern World
- HIST-H 333 Epidemics in History
- HIST-H 425 Topics in History
- HIST-H 495 Undergraduate Readings in History
- HIST-T 390 Literary and Intellectual Traditions  
VT: Gender and Biography in Europe  
VT: The French Revolution  
VT: Victoria's Secrets: Sex, Society, and Social Change in Victorian England  
VT: World War I  
VT: Rise and Fall of the Third Reich  
VT: Everyday Architecture  
VT: The Modern City
- 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-H 219 Origins and History of the Second World War
- HIST-H 234 Exploration and Discoveries
- HIST-H 235 Discoveries and Settlement
- HIST-H 237 Traditional East Asian Civilization
- HIST-H 250 The Holocaust and Genocide in the Modern World
- HIST-H 333 Epidemics in History
- HIST-H 425 Topics in History
- HIST-H 495 Undergraduate Readings in History
- HIST-T 390 Literary and Intellectual Traditions  
VT: Gender and Biography in World History  
VT: Conquest of Latin America: Clash of Civilizations  
VT: History of Mexico
- HIST-W 300 Issues in World History

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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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Photo credit | **Teresa Sheppard**

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### Minor in History

Pictured | **Owen Kinney** | *Elementary Education / History* | Elkhart, Indiana (hometown)

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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 recommended for all history minors. A minimum of two courses (6 credit hours) must be taken while in attendance at IU South Bend.

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Photo credit | **Teresa Sheppard**

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### Minor in Art History

Pictured | **Susan Ward** | *Sculpture / Minors in Art History, Printmaking, and Photography* | South Bend, Indiana (hometown)

Background artwork credit | **Susan Ward**

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### Art History

#### Faculty

- Faculty Advisors | **M. Nilsen, Rusnock**

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### African/Asian/Latin American/Middle Eastern History (6 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select two courses from the following

- HIST-C 392 History of Modern Near East
- HIST-E 300 Issues in African History
- HIST-F 300 Issues in Latin American History
- HIST-F 342 Latin America: Evolution and Revolution Since Independence
- HIST-G 358 Early Modern Japan
- HIST-G 369 Modern Japan
- HIST-G 465 Chinese Revolution/Communist Regime
- HIST-G 485 Modern China

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## Course Descriptions

AHST Art History

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### About the Minor in Art History

The minor in art history is open to all IU South Bend students. Students are encouraged to plan their minor course sequence under the guidance of an art history faculty advisor. A minimum of two courses (6 credit hours) must be taken while in attendance at IU South Bend.

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### Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Survey Courses (6 cr.)

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

### Upper-Level Courses (12 cr.)

- Four 300- or 400-level art history (AHST) courses
- 

Photo credit | **Teresa Sheppard**

## Informatics

Pictured | **Hossein Hakimzadeh, Ph.D.** | *North Dakota State University, 1993* | Director of Informatics and Associate Professor of Computer Science

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### Informatics

**Hossein Hakimzadeh, Ph.D.** | Director  
**Northside Hall 301A | (574) 520-5521 |**  
[informatics.iusb.edu](http://informatics.iusb.edu)

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### Faculty

- Professor | **Wolfer**
  - Associate Professors | **Adaikkalavan, Dinh, Hakimzadeh (Director), Nair Scheessele, Souther, Surma, Vrajitoru, Wells, Yu, Zhang**
  - Lecturer | **Holloway**
  - Laboratories Manager | **Keeler**
- 

### Informatics Scholarship

The Informatics scholarship has been established to provide high achieving incoming highschool students majoring in Informatics at IU South Bend with financial assistance in completing their degrees. The Scholarships will be awarded through the Informatics Committee.

The scholarship provides a total value of \$30,000 over four years (Award will cover the actual cost of tuition and fees up to \$7,500 annually; renewable up to 4 years.) For more information, refer to [informatics.iusb.edu](http://informatics.iusb.edu)

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### Undergraduate Degree Offered

- Bachelor of Science in Informatics
  - Bachelor of Science in Informatics (Joint Online Collaborative)
- 

### Cognates

- Business
  - Cognitive Science
  - Computer Science
  - English
  - Health Informatics
  - Life Sciences
  - New Media / Arts
  - Physics
  - Social Informatics
- 

### Minor Offered

- Minor in Informatics
- 

### Certificate Offered

- Certificate in Applied Informatics
- 

### Course Descriptions

Informatics INFO | Online Joint Collaborative

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### Index

- Program Information
  - Computer Science
  - Scholarship Information
- 

### BS in Informatics | Cognates

Pictured | **Sean Zimmerle** | *Informatics* | Goshen, Indiana (hometown)

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## Bachelor of Science in Informatics

### Cognate Area (15-18 cr.)

The Bachelor of Science (B.S.) in Informatics requires students to choose a cognate area, or specific area of focus to better determine what kinds of people or systems that he or she would like to work with.

A cognate area is an integrated program of courses taken outside of the School of Informatics. These courses emphasize the foundations, applications and/or implications of information technology in the chosen area.

For instance, New Media/Arts cognate allows students to explore and learn the new forms of artistic expressions and pattern creation using computers. Artists use computers as their medium in creating, storing, and distributing artifacts.

Below is the list of cognates; for an up-to-date list of cognates see the Informatics advisor.

The student must complete one of the following cognate areas of interest chosen with the consent of their advisor and the director of informatics.

---

### Business (18 cr.)

#### Prerequisites

(Check with the Judd Leighton School of Business and Economics for additional prerequisites)

- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology

#### Required Core Courses (9 cr.)

- BUS-A 201 Introduction to Financial Accounting
- BUS-F 260 Personal Finance
- BUS-L 201 Legal Environment of Business

#### Required Upper-Level Courses (9 cr.)

Select three from the following:

- BUS-F 301 Financial Management
- BUS-J 404 Business and Society
- BUS-K 301 Enterprise Resource Planning
- BUS-K 302 Introduction to Financial Accounting
- BUS-M 301 Introduction to Marketing Management
- BUS-W 311 New Venture Creation
- BUS-W 406 Venture Growth Management
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnel: Human Resources Management

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### Cognitive Science (12 cr.)

#### Prerequisites

- Check with the Cognitive Science Committee for prerequisites

#### Required Core Courses (3 cr.)

- COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences

#### Required Upper-Level Courses (6 cr.)

Select one from the following:

- PHIL-P 312 Topics in Theory of Knowledge
- PHIL-P 313 Theories of Knowledge

- PHIL-P 320 Philosophy of Language
- PHIL-P 360 Introduction to Philosophy of Mind
- PHIL-P 366 Philosophy of Action

Select one from the following:

- CSCI-C 463 Artificial Intelligence I
- CSCI-C 490 Seminar in Computer Science (cognitive science-related topics)
- HPSC-X 200 Scientific Reasoning
- PHIL-P 250 Introductory Symbolic Logic

#### Required Psychology Courses (3 cr.)

Select one from the following:

- PSY-P 325 The Psychology of Learning
- PSY-P 326 Behavioral Neuroscience
- PSY-P 329 Sensation and Perceptions
- PSY-P 335 Cognitive Psychology
- PSY-P 438 Language and Cognition

---

### Computer Science (17-18 cr.)

#### Prerequisites

Some upper-level courses may require the following:

- CSCI-C 151 Multiuser Operating Systems
- CSCI-C 250 Discrete Structures
- MATH-M 208 Technical Calculus I; OR  
MATH-M 215 Calculus I
- MATH-M 301 Linear Algebra and Applications

#### Required Core Courses (8 cr.)

- CSCI-C 243 Introduction to Data Structures (4 cr.)
- CSCI-C 335 Computer Structures (4 cr.)

**Required Upper-Level Courses (9-10 cr.)** Select three 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 311 Programming Languages
- CSCI-C 421 Digital Design (4 cr.)
- CSCI-C 463 Artificial Intelligence I
- CSCI-C 481 Interactive Computer Graphics
- CSCI-C 490 Seminar in Computer Science

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### English (15 cr.)

#### Prerequisites

- ENG-W 131 Reading, Writing, and Inquiry I
- 300-400 Level Creative Writing Class

#### Required Courses (9 cr.)

- ENG-W 231 Professional Writing Skills OR  
ENG-W 232 Introduction to Business Writing
- ENG-W 234 Technical Report Writing
- ENG-W 315 Writing for the Web

**Electives (6 cr.)** Select two from the following:

- ENG-L 202 Literary Interpretation
  - ENG-W 350 Advanced Expository Writing
  - ENG-W 367 Writing for Multiple Media
  - Any 300-400 Level creative writing, film, or linguistics course
-

**Health Informatics (18 cr.)****Prerequisites**

- ENG-W 131 Reading, Writing, and Inquiry I
- INFO-I 202 Social Informatics
- SPCH-S 121 Public Speaking

**Required Online Courses (15 cr.)** (offered by IUPUI)

- HIM-M 325 Healthcare Information Requirements and Standards I
- HIM-M 326 Laboratory Enrichment for Healthcare Information Requirements and Standards I (1 cr.)
- HIM-M 330 Medical Terminology (2 cr.)
- HIM-M 400 Health Information Research and Analysis Methods
- HIM-M 420 Healthcare Information Project Management
- HIM-M 475 Health Information Technology

**Electives (3 cr.)**

- INFO-I 303 Organizational Informatics OR INFO-I 400 Topics in Informatics (see director of Informatics for details)

**Life Sciences (17 cr.)****Prerequisites**

- BIOL-L 101 Introduction to Biological Sciences I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry I (2 cr.)

**Required Core Courses (8 cr.)**

- BIOL-L 211 Molecular Biology
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry II (2 cr.)

**Required Upper-Level Courses (9 cr.)**

- BIOL-L 473 Ecology

**Select two from the following:**

- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology
- BIOL-L 318 Evolution

**New Media / Arts****Prerequisites**

- FINA-F 102 Fundamental Studio-2D
- Check with the Ernestine M. Raclin School of the Arts for additional prerequisites

**Required Upper-Level Courses (9 cr.)**

- FINA-P 273 Computer Art and Design I
- FINA-P 323 Introduction to Web Design
- FINA-S 250 Graphic Design I

**Required Upper-Level Courses (6 cr.)** Select two from the following:

- FINA-P 324 Intermediate Web Design
- FINA-S 300 Video Art
- FINA-S 323 Intermediate Photoshop

- FINA-S 324 Page Layout and Design
- TEL-T 336 Digital Video Production
- TEL-T 430 Topical Seminar in Design and Production

**Recommended Elective (3 cr.)**

- CSCI-A 340 An Introduction to Web Programming

**Physics****Prerequisites**

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)

**Required Courses (13 cr.)**

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)
- PHYS-P 323 Physics 3

**Electives (6 cr.)** Select two from the following:

- PHYS-P 309 Modern Physics Laboratory
- PHYS-P 324 Physics 4
- PHYS-P 410 Computing Applications in Physics

**Social Informatics (18 cr.)****Required Core 1 (3 cr.)**

- ANTH-E 105 Culture and Society; OR SOC-S 161 Principles of Sociology

**Required Core 2 (3 cr.)**

Select one from the following:

- ANTH-A 360 Development of Anthropological Thought
- SOC-S 348 Introduction to Sociological Theory
- SOC-S 349 Topics in Contemporary Sociological Theory

**Required Upper-Level Courses (6 cr.)**

- ANTH-A 314 Qualitative Research Methods OR SOC-S 353 Qualitative Research Methods
- ANTH-A 315 Quantitative Research Methods OR SOC-S 354 Quantitative Research Methods

**Upper-Level Electives (6 cr.)**

Select two from the following:

- ANTH-E 300 Culture Areas and Ethnic Groups
- ANTH-E 310 Introduction to the Cultures of Africa
- ANTH-E 365 Women and Power
- ANTH-E 380 Urban Anthropology
- ANTH-E 391 Women in Developing Countries
- ANTH-E 395 Writing Culture
- ANTH-E 397 Peoples and Cultures of the Middle East
- ANTH-E 402 Gender in Cross-Cultural Perspective
- SOC-S 306 Urban Society
- SOC-S 314 Social Aspects of Health and Medicine
- SOC-S 315 Work and Occupations
- SOC-S 316 The Family
- SOC-S 317 Social Stratification
- SOC-S 319 Science, Technology, and Society
- SOC-S 331 Sociology of Aging
- SOC-S 335 Race and Ethnic Relations

- SOC-S 338 Gender Roles
- SOC-S 362 World Societies and Cultures
- SOC-S 405 Selected Social Institutions
- SOC-S 444 Research Conference Practicum (1 cr.)
- SOC-S 468 Research Problems in Sociology
- SOC-S 494 Field Experience in Sociology

Photo credit | **Teresa Sheppard**

### Minor in Informatics

Pictured | **Joe Sage** | *Video/Motion Media / Minor in Informatics* | Elkhart, Indiana (hometown)

Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

### Minor in Informatics

Informatics provides current IU South Bend students the technology education to solve real world problems. It gives students a structural path to a bright future in information technology careers while also providing the flexibility they need to study what they love. The Minor in Informatics provides the necessary technical expertise to student who are seeking a broad understanding of information technology, its social and psychological dimensions.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with an Informatics advisor to develop a plan for their academic course of study.

### Minor Requirements

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.

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.

### Lower-Level Courses (11-12 cr.)

#### Select three from the following:

- 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 (6 cr.)

- Select two 300- or 400-level INFO courses

### Postbaccalaureate Certificate in Applied Informatics

Pictured | **Connor Eichorst** | *Informatics* | Granger, Indiana (hometown)

### Postbaccalaureate Certificate in Applied Informatics

[Student Consumer Information About this Program >>](#)

### About the Postbaccalaureate Certificate in Applied Informatics

The use of technology and analytical methods has become increasingly important in our global society. Such massive use of technology has in turn created a growing demand for technically adept employees.

The Postbaccalaureate Certificate in Applied Informatics provides the necessary technical expertise to college graduates who are seeking a broad understanding of information technology, its social and psychological dimensions, and its application to the students' chosen disciplines (STEM, Psychology, Philosophy, Business, Health Sciences, Education, Engineering, etc.)

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.

Students should contact the department office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with an Informatics advisor to develop a plan for their academic course of study.

The student must complete the requirements for the certificate at IU South Bend with a grade of C– or better. This certificate is for those who already have a 4-year non-IT bachelor's degree from an accredited college or university.

### Requirements (at least 17 cr.)

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 Design and Programming
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing

### Upper-Level Elective (1 course)

Select one upper-level course from the list of informatics electives.

Photo credit | **Teresa Sheppard**

### BS in Informatics

Pictured | **TaCarra Richmond** | *Informatics / Minor in Psychology* | South Bend, Indiana (hometown)

#### About the Bachelor of Science in Informatics

Informatics is understanding the impact of technology and information on people; the development of new uses for technology; and the application of information technology in the context of another field.

The B.S. in Informatics face-to-face degree follows the guidelines set out by the School of Informatics and Computing and other leading professional computing societies. Students in this degree program complete a core curriculum that builds an overall understanding of computers, computing environments, software development, and cognates (such as Bio Informatics, Business, Cognitive Science, Computer Science, Criminal Justice, English, Health Informatics, Life Sciences, Mathematics, New Media, Physics, Psychology, Social Informatics, and Web Development). The degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in Informatics.

#### Academic Advising

Students should contact the Informatics program office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520.5521) before their first semester to schedule a meeting with an Informatics advisor to develop a plan for their academic course of study.

Students with substantial prior computer programming experience could take the course placement exams to assess their computer programming skills.

Advising holds are placed on all Informatics students by the College of Liberal Arts and Sciences prior to advance registration and are reset following advising appointments. To determine who your assigned advisor is and how to contact them, see [One.IU](#).

#### Degree Requirements (120 cr.)

##### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)  
Courses required for the B.S. in Informatics fulfill Quantitative Reasoning requirement.
- World Language (3-6 cr.)  
Successful completion of a second-semester language class, designated as 102, or 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.
- Major Requirements (40 cr.)

- Core Courses (34 cr.)
- Electives (6 cr.)

- Additional Requirements (16 cr.)
- Cognate Area (15-18 cr.)
- Free Electives (balance of credits needed to equal 120 credit requirement)

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

#### Major Requirements (40 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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.
- 40 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 courses:

- INFO-I 300 Human-Computer Interaction Design and Programming
- 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 six credit hours (two courses) 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.

#### Informatics Courses

- INFO-I 300 Human-Computer Interaction Design and Programming
- 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)
- INFO-I 420 Internship in Informatics Professional Practice
- INFO-I 421 Applications of Data Mining
- INFO-I 499 Readings and Research in Informatics

### Computer Science Courses

- 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 421 Digital Design (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
- CSCI-C 490 Seminar in Computer Science

### Courses from Other Disciplines

- BIOL-L 311 Genetics
- BUS-K 301 Enterprise Resource Planning
- ENG-W 315 Writing for the Web
- ENG-W 367 Writing for Multiple Media
- INMS-N 302 Digital 3D Art and Design 2 OR INMS-N 303 Digital 3D Art and Design 3
- INMS-N 414 Interactive Game Design 3
- INMS-N 442 Workshop in Integrated Web Design 2OR INMS-N 443 Workshop in Integrated Web Design 3 OR INMS-N 444 Workshop in Integrated Web Design
- MATH-M 365 Introduction to Probability and Statistics (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

### Additional Requirements (16 cr.)

- **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)

### Cognate Area (15-18 cr.)

The B.S. in Informatics requires students to choose a cognate area, or specific area of focus to better determine what kinds of people or systems that he or she would like to work with.

A cognate area is an integrated program of courses taken outside of the School of Informatics. These courses emphasize the foundations, applications and/or implications of information technology in the chosen area.

For instance, New Media/Arts cognate allows students to explore and learn the new forms of artistic expressions and pattern creation using computers. Artists use computers as their medium in creating, storing, and distributing artifacts.

Below is the list of cognates. For an up-to-date list of cognates see the Informatics advisor.

- Business >>
- Cognitive Science >>
- Computer Science >>
- English >>
- Health Informatics >>
- Life Sciences >>
- New Media/Arts >>
- Physics >>
- Social Informatics >>

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Photo credit | **Teresa Sheppard**

## International Studies

Pictured | **Lisa Fetheringill Zwicker, Ph.D.** | *University of California, Berkeley, 2002* | Director of International Programs and Associate Professor of History

### International Studies

[Lisa Fetheringill Zwicker, Ph.D.](#) | Director  
(574) 520-4861 | [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. The objective of this interdisciplinary minor is to provide IU South Bend students an opportunity to develop a broad understanding of important global issues and, thereby, prepare them to live and work in the 21st Century.

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.

#### Minor Offered

- Minor in International Studies

#### Certificate Offered

- Certificate in International Studies

#### Course Descriptions

International Studies [INTL](#)

### International Studies

Pictured | **Samantha Blair** | Psychology / World Language Studies | Granger, Indiana (hometown)  
Photo credit | **Lisa Zwicker** (Berlin, Germany)

#### Minor in International Studies

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.

#### 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

Pictured | **Bridget "Tammy" Fong-Morgan, Ph.D.** | *University of Michigan, 1998* | Associate Professor of Spanish

### Latin American/Latino Studies

**Bridget Fong-Morgan, Ph.D. | Coordinator**  
(574) 520-4852 | [internationalprog.iusb.edu](http://internationalprog.iusb.edu)

#### Faculty

- Coordinator | **Fong-Morgan**
- Faculty Advisors | **Barrau, J. Davis, Fong-Morgan, Froyland, Gerken, Hebert, Sernau, VanderVeen**

#### About Latin American/Latino 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 Studies

Pictured | **Christopher Bell** | *Spanish / Minor in Latin American Studies* | South Bend, Indiana (hometown)  
**Photo credit** | Christopher Bell (hiking at Machu Picchu, Peru)

#### Minor in Latin American/Latino Studies

##### Minor Requirements (15 cr. minimum)

All courses are 3 credit hours, unless otherwise designated.

The Minor in Latin American/Latino Studies consists of a minimum of 15 credits distributed as follows:

- two Core Courses (6 cr.)
- two electives (6 cr.)
- one 400-level course with a Latin American or Latino focus

#### 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-F 300 Issues in Latin American History

- 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-B 399 Human Behavior and Social Institutions VT: World Societies and Cultures (Mexico/Costa Rica)
- 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

#### Communication

- SPCH-S 427 Cross Cultural Communication
- TEL-R 404 Topical Seminar in Telecommunications (when content applies; eg. Brazilian Film, Latin American Film)

#### 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)
- HIST-T 390 Literary and Intellectual Traditions (where topics have a Latin American/Latino focus)

#### Political Science

- POLS-Y 324 Women and Politics (where topics have a Latin American/Latino focus)
- POLS-Y 330 Central American Politics\*
- POLS-Y 337 Latin American Politics\*
- POLS-Y 343 The Politics of International Development

#### 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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### Women's Studies

- WGS-W 400 Topics in Women's Studies VT: Gender, Sexuality, and Race in Contemporary United States Immigration
- WGS-W 402 Seminar in Gender Studies VT: Contemporary United States Immigration: Negotiating Identity and Community
- 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 third semester 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.

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### Study Abroad

Students are encouraged to study abroad as part of the minor. The spring break and summer programs, *Language, History, Culture, and Society in Mexico*, *Building Sustainable Communities in Costa Rica*, and *Archeology in the Dominican Republic* can be applied to the minor. The Mexico and Costa Rica programs also satisfy General Education requirements. Students can also discuss other study abroad options with Latin American Studies faculty and/or the Director of International Programs.

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.

Photo credit | [Neiljs](#) via [Flickr](#) | [cc](#)

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## Master of Liberal Studies

Pictured | **Joseph Chaney, Ph.D.** | *University of California, Irvine, 1993* | Director, Master of Liberal Studies Program; and Associate Professor of English

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### Master of Liberal Studies

**Joseph R. Chaney, Ph.D.** | Program Director  
Wiekamp Hall 3169 | (574) 520-4870 | [mls.iusb.edu](http://mls.iusb.edu)

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### 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. Exceptions can be made to the required GPA for students will subsequent educational or work experience. Consult with the director about this.

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, E. Joseph, Lidinsky, Lucal, Marr, Nair, Scheessele, S.R. Sernau, K. Smith, Tetzlaff, 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 reviews applications on a regular basis. Applications are accepted on a rolling basis, although it is advisable to apply as early as possible. Contact the director for advice on applications made within a month or two of the start of the semester.

Students are also advised to provide reference letter writers at least two to four weeks notice so letters arrive in plenty of time for review. Completed applications include the following:

- Application for admission, [graduate.iusb.edu](http://graduate.iusb.edu)
- Personal essay on educational history and goals (approximately 600 words)
- 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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### 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.

- Master of Liberal Studies Program Requirements >>
- Master of Liberal Studies History Track >>
- Master of Liberal Studies Sustainability Leadership >>
- Business Certificate Track Requirements >>

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### Master of Liberal Studies

Pictured | **Lola Diaz** | *Master of Liberal Studies* | Mexico City, Mexico (hometown)

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### Academic Curriculum (34 cr.)

All courses are 3 credit hours, unless otherwise designated.

Three degree options are available to students: the Independent Research/Creative Activity Option, the Public Intellectual Option, and the Sustainability Leadership Option. The Sustainability Leadership Option is more specialized than the other two options; it incorporates the curriculum of the Graduate Certificate in Strategic Sustainability Leadership in place of electives. The three options are also distinguished by different capstone experiences.

All three options require successful completion of the introductory proseminars and the M.L.S. core seminars. 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.

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### 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

The Independent Research/Creative Activity Option and the Public Intellectual Option give students the choice of a wide variety of elective courses suitable 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 courses below, students may also repeat core seminars as electives (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.

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### 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\*

The Independent Research/Creative Activity Option and the Public Intellectual Option each requires a distinct form of capstone experience.

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### Capstone Experience (9 cr.)

To complete the degree under one of these two options, students choose one of the following capstone experiences.

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### 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.)

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### 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

### Sustainability Leadership Option

An M.L.S. degree with a strong emphasis in sustainability leadership gives graduates the tools to contribute creatively to a growing international movement among businesses and communities. The student is able to add specific expertise in sustainability to the general communications skills and academic interdisciplinary skills developed in the M.L.S. core courses. A student is able to shape the degree to fit specific professional and personal goals, but at the core of the educational experience are the values of interdisciplinary scholarship and practice, as well as the understanding of how to lead effective sustainability efforts in several contexts. The Sustainability option incorporates the curriculum of the Graduate Certificate in Strategic Sustainability Leadership into the core requirements of the IU South Bend Master of Liberal Studies degree. It includes two capstone courses, the Public Intellectual Practicum and the seminar on Sustainability Leadership and Planning.

### Sustainability Required Courses (9 cr.)

- SUST-S 501 Sustainability Strategies and Applications
- SUST-S 520 Sustainability and Innovation
- SUST-S 620 Sustainable Technologies and Alternative Energy

### Sustainability Electives (3 cr.)

#### Select one of the following

- SUST-S 630 Sustainable Food Systems
- SUST-S 660 Sustainability and the Built Environment

### M.L.S. Elective Hours (3 cr.)

- Select three credit hours of electives from among graduate course offerings, including independent study credit, with approval of the academic advisor.

### Two Capstone Seminars (6 cr.)

- LBST-D 600 Public Intellectual Practicum
- SUST-S 690 Sustainability Leadership Development and Planning

Photo credit | [Peter Ringenberg](#)

### MLS History Track

Pictured | [Lola Diaz](#) | *Master of Liberal Studies* | Mexico City, Mexico (hometown)

### Master of Liberal Studies History Track

The History Track graduate in the Master of Liberal Studies Program will be prepared to teach history at the post-secondary level and/or to pursue research or public history projects professionally.

The History Track is a 34-credit hour liberal studies degree that concentrates at least 18 credit hours of graduate work

in the content area of history. The degree is designed especially to serve graduate students who wish to teach history in area high schools at the college level. This includes Advance College Project dual-credit courses. Others interested in the study of history are also welcome to pursue this degree path.

### Degree Requirements (34 cr.)

All courses are 3 cr. hours unless otherwise designated.

### Proseminar (3 cr.)

- LBST-D 510 Introduction to Graduate Liberal Studies

### Library Research Training (1 cr.)

- COAS-Q 510 Topics in Information Literacy (1 cr.)

### Core Seminars (9 cr.)

Students must complete one of each of the core seminars. The core seminars combine detailed study of particular topics with broad interdisciplinary perspectives. These seminars give students the opportunity to explore the connections that exist among the diverse disciplines and perspectives that define contemporary knowledge.

- LBST-D 501 Humanities Seminar (HIST topic)
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

### Electives (12 cr.)

Students must complete 12 hours of elective credit, and 6 of these hours must be approved as meeting the HIST content requirement. Electives offer students a 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 capstone experience (see below). 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, with the MLS advisor's approval. The 12 hours of elective credit may include no more than a combined total of 6 hours credit of directed readings and/or independent research.

- LBST-D 511 MLS Humanities Elective
- LBST-D 512 MLS Social Science Elective
- LBST-D 513 MLS Science Elective
- LBST-D 514 Study Abroad
- LBST-D 594 Liberal Studies Directed Readings
- LBST-D 596 Liberal Studies Independent Research

### Capstone Experience (9 cr.)

- LBST-D 601 Graduate Project Proposal Seminar
- LBST-D 602 Graduate Project (6 cr.)

To complete the MLS degree in the History Track, students must choose one of the following two graduate project options.

1. Independent Research / Academic Thesis in History
2. Independent Research/ Public History Project

Each 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 effort through which the student demonstrates mastery of a specific topic. The

traditional thesis makes a new contribution to knowledge, whether in the form new research findings or in the form of a new interpretation, contextualization, gathering, or organization of knowledge produced for the benefit of scholars and students of history. The public history project may be described as applied history. It, too, will involve research, but the project may be centered on oral history, archival work, museum work, or some other means of preparing resources to be shared with the wider public.

**Photo credit** | [Peter Ringenberg](#)

### Master of Liberal Studies

Pictured | **Lola Diaz** | *Master of Liberal Studies* | Mexico City, Mexico (hometown)

### Business Certificate Track (34 cr.)

The Business Certificate degree track in the Master of Liberal Studies Program includes certification in business from an established and respected graduate school of business. The degree may be pursued on a part-time or full-time basis. The master's program provides grounding in interdisciplinary research and a breadth of learning. Students can pursue their specific interests within a number of contexts. The business classes are fit into the degree as a practical focus for students who need to their business knowledge and their management skills.

Business classes are offered in eight-week "hybrid" sessions that combine online and in-person learning environments. Generally, the first four weeks of a course are offered online, followed by four weeks of classroom meetings in which the focus is on case studies, practical applications, and realistic problem-solving.

Master of Liberal Studies seminars are 15-week courses that meet once per week in the evening and that focus on various social, historical, scientific, cultural, and philosophical themes from interdisciplinary perspectives.

The degree incorporates the curriculum of the Graduate Certificate in Business.

### Required Core Courses (13 cr.)

All courses are 3 credit hours, unless otherwise designated.

- COAS-Q 510 Topics in Information Literacy (1 cr)
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar
- LBST-D 510 Introduction to Graduate Liberal Studies

### Business Certificate Requirements (12 cr.)

All courses are 1.5 credit hours, unless otherwise designated.

**Note** | A grade of "C" or higher must be earned in each course, along with a CGPA of 3.0, to successfully earn the certificate

- BUSB-A 501 Financial Accounting for Managers
- BUSB-B 501 Communication Skills for Managers
- BUSB-B 504 Team Management
- BUSB-D 501 Management of Marketing
- BUSB-D 502 Financial Management
- BUSB-D 505 Business Analytics I
- BUSB-D 506 Business Analytics II

- One 1.5 credit hour course from the Core Program

### Additional Labor Studies Seminars (6 cr.)

Select two of the following M.L.S. seminars

- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar

### M.L.S. Capstone (3 cr.)

- LBST-D 600 Public Intellectual Practicum

**Photo credit** | [Peter Ringenberg](#)

### Certificate in Strategic Sustainability Leadership

Pictured | **Jeremiah Sult** | *Sustainability Studies* | South Bend, Indiana (hometown)

### Sustainability Leadership Option

An M.L.S. degree with a strong emphasis in sustainability leadership gives graduates the tools to contribute creatively to a growing international movement among businesses and communities. The student is able to add specific expertise in sustainability to the general communications skills and academic interdisciplinary skills developed in the M.L.S. core courses. A student is able to shape the degree to fit specific professional and personal goals, but at the core of the educational experience are the values of interdisciplinary scholarship and practice, as well as the understanding of how to lead effective sustainability efforts in several contexts. The Sustainability option incorporates the curriculum of the Graduate Certificate in Strategic Sustainability Leadership into the core requirements of the IU South Bend Master of Liberal Studies degree. It includes two capstone courses, the Public Intellectual Practicum and the seminar on Sustainability Leadership and Planning.

Indiana University South Bend graduates with a Certificate in Strategic Sustainability Leadership will be able to:

1. Identify and employ the literacies and concepts of sustainability, i.e., associated with understanding the triple bottom line of environment, economy, and society.
2. Employ a systems approach, which demonstrates holistic thinking, integration, and complexity.
3. Formulate and apply sustainable solutions in real-life settings, using practical application.
4. Recognize and be able to judge the applicability of existing sustainability tools and frameworks, such as LEED, Life Cycle Assessment (LCA), Biomimicry, Global Reporting Initiative (GRI), The Natural Step, Energy Star, Cradle to Cradle.
5. Apply collaborative and leadership skills.
6. Practice transformative thinking to become an effective change agent.
7. Demonstrate persuasive skills in a variety of ways (rhetoric and argument, media, public relations, political/community organizing).
8. Demonstrate an ethical sensibility and capacity for empathy.
9. Utilize interdisciplinary and transdisciplinary avenues for learning and application of knowledge of sustainability.

**Requirements (34 cr.)**

All courses are 3 cr., unless otherwise designated.

**Required Core Courses (13 cr.)**

- COAST-Q 510 Topics in Information Literacy (1 cr.)
- LBST-D 501 Humanities Seminar
- LBST-D 502 Social Sciences Seminar
- LBST-D 503 Science Seminar
- LBST-D 510 Introduction to Graduate Liberal Studies

**MLS Elective (3 cr.)**

- Any graduate elective course(s), including independent study credit, with approval of the academic advisor

**Sustainability Required Courses (9 cr.)**

- SUST-S 501 Sustainability Strategies and Applications
- SUST-S 520 Sustainability and Innovation
- SUST-S 620 Sustainable Technologies and Alternative Energy

**Sustainability Electives (3 cr.)****Select one of the following**

- SUST-S 630 Sustainable Food Systems
- SUST-S 660 Sustainability and the Built Environment

**Capstone Seminars (6 cr.)**

- LBST-D 600 Public Intellectual Practicum
- SUST-S 690 Sustainability Leadership Development and Planning

**Photo credit** | [Peter Ringenberg](#)

**Mathematical Sciences**

Pictured | **Yu Song, Ph.D.** | *Tulane University, 1991* |  
Chair and Associate Professor of Mathematics

**Mathematical Sciences**

**Yu Song, Ph.D. | Chair**

**Northside Hall 301B | (574) 520-4335 | [math.iusb.edu](http://math.iusb.edu)**

**Faculty**

- Professors | **A. Brown, Y. Cheng, Guan, Shafii-Mousavi**
- Associate Professors | **S. Chen, Connor, Savvopoulou** (Associate Chair), **Song** (Chair)
- Senior Lecturers | **Agarwal, Vajiac**
- Lecturers | **Bradley, Pankow, Schwieterman**
- Faculty Emeriti | **Alvis, Choi, Darnel, Frascella, L. Williams**

**About Mathematical Sciences**

Mathematical Sciences offers a Bachelor of Arts in Mathematics, Bachelor of Science in Mathematics, Bachelor of Science in Actuarial Science, and a Master of Science in Applied Mathematics and Computer Science.

The purpose of the BA in Mathematics program is to provide students with a solid foundation in the traditional core of undergraduate mathematics and to provide experiences that foster the development of analytical and critical reasoning and problem-solving ability. The program requires a minor in an area of liberal arts and science in order to promote interdisciplinary knowledge. It serves those students who plan to seek admission to postgraduate studies in the mathematical sciences or who plan to seek teacher certification in mathematics upon graduation.

The Bachelor of Science (BS) in Mathematics provides students with a comprehensive education in the mathematical sciences. The quantitative curriculum prepares students to solve complex and real world problems and comprehend mathematical concepts. There are two tracks for the BS in Mathematics

- The Applied Mathematics track prepares students for positions in industries, government, and postgraduate education in applied mathematics, statistics, or any related field.
- The Pure Mathematics track prepares students for postgraduate education in pure mathematics.

The B.S. in Actuarial Science offers a quantitatively rigorous curriculum that includes courses in probability, statistics, finance, quantitative analysis, and other topics. The program fosters critical thinking, creative problem solving, and collaboration. We strive to endow students with skills and credentials necessary to either succeed in positions as professional actuaries or to continue towards graduate studies in related fields.

The M.S. in Applied Mathematics and Computer Science (MS in A.M.C.S.) 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 A.M.C.S. 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.

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### Undergraduate Degrees Offered

- Bachelor of Arts in Mathematics
- Bachelor of Science in Mathematics
- Bachelor of Science in Actuarial Science

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### Minor Offered

- Minor in Mathematics

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### Graduate Degree Offered

- Master of Science in Applied Mathematics and Computer Science

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### Course Descriptions

Mathematics MATH

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#### Index

- [Scheduling of Courses in Mathematics](#)
- [ALEKS Mathematics Placement Examination](#)

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### BA in Mathematics

Pictured | **Aylin Arriaga** | *Mathematics* | Osceola, Indiana (hometown)

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### 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.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### 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.

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - Major Requirements (33-36 cr.)
  - Additional Requirements (14-23 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
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- A minimum of 30 credit hours at the 300- or 400-level.
  - Major and minor requirements must be completed with a grade of C- or higher

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### Major Requirements (33-36 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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 (9 cr.)

- 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 427 Combinatorics
- 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 (6 cr.)

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 427 Combinatorics
- 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

Photo credit | **Teresa Sheppard**

### BS in Mathematics

Pictured | **Rachel Fritschi** | *Mathematics* | Elkhart, Indiana (hometown)

**Volunteer activities** | Tutor, Math Tutoring Center; Volunteer, Vineyard Church

### About the Bachelor of Science in Mathematics

The Bachelor of Science (B.S.) in Mathematics provides students with a comprehensive education in the mathematical sciences. The quantitative curriculum

prepares students to solve complex and real world problems and comprehend mathematical concepts.

There are two tracks for the BS in Mathematics

- The Applied Mathematics track prepares students for positions in industries, government, and postgraduate education in applied mathematics, statistics, or any related field.
- The Pure Mathematics track prepares students for postgraduate education in pure mathematics.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

Students receiving the Bachelor of Science degree in Mathematics must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
- Mathematics courses required for the BS in Mathematics fulfill the Quantitative Reasoning requirement.
- Students majoring in Mathematics are required to take CSCI-C 101 Computer Programming I (4 cr.) to fulfill the requirement in Computer Literacy.
- Students majoring in Mathematics are required to take MATH-N 390 The Natural World (3 cr.) to fulfill the Natural World Common Core requirement.
- World Language | Successful completion of a second-semester language class, designated as 102, or 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. (3-6 cr.)
- Major Requirements (31 cr.)
- Pure Track Requirements (15 cr.) OR Applied Track Requirements (15 cr.)
- Cognate Discipline Requirements (10-12 cr.)
- Free Electives (balance of credits needed to equal 120 cr. requirement)
- Minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

### Major Requirements (31 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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
- MATH-M 391 Introduction to Mathematical Reasoning
- MATH-M 413 Introduction to Analysis 1
- MATH-M 463 Introduction to Probability Theory 1 (4 cr.)

### Applied Track (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Mathematics courses required for the Applied Track (9 cr.)

- MATH-M 447 Mathematical Models and Applications 1
- MATH-M 466 Introduction to Mathematical Statistics
- MATH-M 471 Numerical Analysis 1

### Applied Track Mathematics Electives (6 cr.)

Select 6 cr. from the courses listed below or upper-division/graduate courses approved by the department chair

- MATH-M 344 Introduction to Differential Equations with Applications II
- MATH-M 448 Mathematical Models and Applications 2
- MATH-M 451 The Mathematics of Finance
- MATH-M 472 Numerical Analysis 2

### Pure Track (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Mathematics courses required for the Pure Track (9 cr.)

- MATH-M 403 Introduction to Modern Algebra 1

### Select one from the following

- MATH-M 404 Introduction to Modern Algebra 2
- MATH-M 405 Number Theory
- MATH-M 409 Linear Transformation

### Select one from the following

- MATH-M 414 Introduction to Analysis 2
- MATH-M 415 Elementary Complex Variable
- MATH-M 420 Metric Space Topology

### Pure Track Mathematics Electives (6 cr.)

Select 6 cr. from the courses listed below or upper-division/graduate courses approved by the department chair

- MATH-M 427 Combinatorics
- MATH-M 435 Introduction to Differential Geometry
- MATH-M 436 Introduction to Geometries

### Cognate Discipline Courses (10-12 cr.)

Complete one of the following sequences in Biology, Chemistry, Computer Science, Economics, or Physics

### Biology (10 cr.)

- BIOL-L 101 Introduction to Biological Science I (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences (5 cr.)

### Chemistry (10 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.)

### Computer Science (10 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.)

### Economics (12 cr.)

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 321 Intermediate Microeconomic Theory
- ECON-E 322 Intermediate Macroeconomic Theory

### Physics (10 cr.)

- PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 222 Physics 2 (5 cr.)

Photo credit | **Teresa Sheppard**

### BS in Actuarial Science

Pictured | **Mason Volz** | *Actuarial Science* | Fort Wayne, Indiana (hometown)

### About the Bachelor of Science 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 [math.iusb.edu](http://math.iusb.edu).

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year,

and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Science (BS) degree in Actuarial Science must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
- Math courses required for the BS in Actuarial Science fulfill the Quantitative Reasoning requirement.
- Students majoring in Actuarial Science are required to take CSCI-C 101 Computer Programming I (4 cr.) to fulfill the requirement in Computer Literacy.
- Students majoring in Actuarial Science are encouraged to take ENG-W 270 Argumentative Writing to fulfill the requirement in Critical Thinking.
- Students majoring in Actuarial Science are encouraged to take MATH-N 390 The Natural World to fulfill the Common Core Natural World requirement.
- Major Requirements (49 cr.)
- World Language | Successful completion of a second-semester language class, designated as 102, or 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. (3-6 cr.)
- Business and Economics (18 cr.)
- Elective Requirements (balance of credits needed to equal 120 cr. requirement)

- Minimum of 30 credit hours at the 300- or 400-level.
- Courses required for the major must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.
- VEE Course | A Validation by Educational Experience course approved by the Society of Actuarial and Casualty Actuarial Society. For more information, visit their [website](#).

### Major Requirements (49 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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 445 Probability Theory for Risk Management
- MATH-M 446 Financial Mathematics

- 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 one of the following or one upper-level or graduate course approved by the department

- MATH-M 391 Introduction to Mathematical Reasoning
- 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
- MATH-M 574 Applied Regression Analysis (VEE Course)
- MATH-M 576 Forecasting (VEE Course)

### Business and Economics (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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

Photo credit | **Teresa Sheppard**

### Minor in Mathematics

Pictured | **Michael Kopczynski** | *Physics / Minor in Mathematics* | South Bend, Indiana (hometown)

### Minor in Mathematics

#### Minor Requirements (18 cr.)

All courses are 3 credit hours, unless otherwise designated.

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.)
- At least 3 credit hours of 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

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Photo credit | **Teresa Sheppard**

**Philosophy**

Pictured | **Matthew Shockey, Ph.D.** | *The University of Chicago, 2004* | Chair and Associate Professor of Philosophy

**Philosophy**

**Matthew Shockey, Ph.D. | Chair**  
**Wiekamp Hall 3281 | (574) 520-5545 |**  
[philosophy.iusb.edu](http://philosophy.iusb.edu)

**Faculty**

- Professor | **L. Collins**
- Associate Professors | **Ananth, Shockey (Chair), Shrader, L. Zynda**
- 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 and gender 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 and gender studies.

**Undergraduate Degree Offered**

- Bachelor of Arts in Philosophy

**Minor Offered**

- Minor in Philosophy

**Course Descriptions**

Philosophy PHIL | Religious Studies REL

**BA in Philosophy**

Pictured | **Matthew Walz** | *Philosophy* | South Bend, Indiana (hometown)

**About the Bachelor of Arts in Philosophy**

The philosophy major gives students the opportunity to take small, focused classes that delve deeply into philosophical questions, and that show how thinking through these questions can help illuminate pressing social and individual issues in today's world. The structure

of the major is flexible, allowing students to easily fit their philosophy courses together with work in other areas; it is thus often taken as a second major to complement the study of everything from history to physics to psychology to business. Philosophy students develop especially strong skills in analytical reading and writing, and a general ability to think clearly and communicate effectively that transfers readily to other areas of study and work. The Bachelor of Arts in Philosophy not only provides resources for engaging meaningfully in the world but also tools that are useful in nearly every career.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are reset following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Arts degree in Philosophy must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (27 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Major and minor requirements must be completed with a grade of C– or higher.
  - 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:

### Major Requirements

#### History of Philosophy (6 cr.)

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy

#### Logic and the 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 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
- PHIL-P 393 Biomedical Ethics

#### Metaphysics and Epistemology (3 cr.)

- PHIL-P 310 Topics in Metaphysics
- 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
- PHIL-T 390 Literary and Intellectual Tradition VT: God, Space, and Time

#### Philosophy Electives (12 cr.)

Other PHIL 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.

Photo credit | **Teresa Sheppard**

#### Minor in Philosophy

Pictured | **Devin Christianson II** | *General Studies / Minors in Philosophy, History, and Religious Studies* | North Liberty, Indiana (hometown)

#### Minor in Philosophy

#### Minor Requirements

- 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.
- 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.)

All courses are 3 credits, unless otherwise designated.

- PHIL-P 201 Ancient Greek Philosophy
- PHIL-P 214 Modern Philosophy

#### Metaphysics and Epistemology (3 cr.)

All courses are 3 credits, unless otherwise designated.

- PHIL-P 310 Topics in Metaphysics
- 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
- PHIL-T 390 Literary and Intellectual Traditions VT: God, Space, and Time

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## Ethics, Logic, and History and Philosophy of Science (3 cr.)

All courses are 3 credits, unless otherwise designated.

- 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
- PHIL-P 393 Biomedical Ethics

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Photo credit | **Teresa Sheppard**

## Physics and Astronomy

Pictured | **Henry P. Scott, Ph.D.** | *University of California, Santa Cruz, 2001* | Chair, Department of Physics and Astronomy, and Professor of Physics and Astronomy

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**Henry P. Scott, Ph.D. | Chair**

**Northside Hall 355 | (574) 520-4467 | [physics.iusb.edu](http://physics.iusb.edu)**

### Faculty

- Professors | **J. Hinnefeld, Levine, Lynker, Schimmrigk, Scott** (Chair)
- Senior Lecturer | **Borntrager**
- Faculty Emeritus | **Zimmerman**
- Chief Technician | **Nate**

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### About Physics

The department offers courses in physics, astronomy, and geology, and serves three broad groups of students:

- those majoring in physics with plans to either 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
- those majoring in non-technical disciplines who wish to learn an additional physical science

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### Undergraduate Degrees Offered

- Bachelor of Arts in Physics
- Bachelor of Science in Physics

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### Minor Offered

- Minor in Physics

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### 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.

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### Course Descriptions

Astronomy AST | Physics PHYS | Geology GEOL

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Photo credit | **Teresa Sheppard**

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### BA in Physics

Pictured | **Michael Kopczynski** | *Physics / Minor in Mathematics* | South Bend, Indiana (hometown)

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### About the Bachelor of Arts in Physics

The Bachelor of Arts (B.A.) degree with a major in physics is a traditional liberal arts degree, with greater emphasis on breadth of study and somewhat less emphasis on depth of study. Consequently, fewer credit hours are required in physics and in the supporting mathematics coursework, and beyond the Fundamental Core there is complete flexibility in the physics major courses chosen to complete the required 30 credit hours. The B.A. degree would be a good option for students planning a career in patent law.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are reset following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements

#### [Degree Map >>](#)

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - Quantitative Reasoning requirement is met by the required mathematics courses for the B.A. in Physics
  - College of Liberal Arts and Sciences Bachelor of Arts additional requirements (14-23 cr.)
  - The laboratory science requirement is fulfilled by required physics courses.
  - Major (Physics) Requirements (30 cr.)
  - Mathematics Requirements (13 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - In addition, major and minor requirements must be completed with a grade of C– or higher.

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### Physics Requirements (30 cr.)

All courses are 3 credits unless otherwise stated.

#### Fundamental Core (20 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 106 Contemporary Physics Seminar (1 cr.)

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#### 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

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#### Physics Electives (0-11 cr.)

- AST-A 453 Topical Astrophysics
- AST-N 390 The Natural World
- 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.)

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### Research (0-3 cr.)

- PHYS-S 406 Research Project (1-3 cr.)

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### 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

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### Free Electives (balance of credits needed to equal 120 cr. requirement)

#### 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

Photo credit | **Teresa Sheppard**

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### BS in Physics

Pictured | **Levi Klopfenstein** | *Physics* | North Liberty, Indiana (hometown)  
Senator, Student Government Association

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### Bachelor of Science in Physics

#### [Degree Map >>](#)

#### 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 (3 cr.)

Select one of the following

- 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

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### 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.)

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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.

**Nanoscience Track (x cr.)****Advanced Core Stipulation**

- At least two courses of the Advanced Core must be completed

**Elective Stipulation**

The following two courses, as part of the 36 credits in physics, are to be completed at Ivy Tech in close consultation with the student's academic advisor at IU South Bend

- NANO 202 Characterization and Testing of Nanotechnology Structures and Materials
- NANO 203 Basic Nanotechnology Processes

**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**

- Free electives (balance of credits needed to equal 120 credit requirement)

Photo credit | **Teresa Sheppard**

**BS in Physics**

Pictured | **E-Lexus Thornton** | *Physics* | Michigan City, Indiana (hometown)  
President, Black Student Union; Treasurer, Society of Physics Students

**About the Bachelor of Science in Physics**

There are multiple tracks for the Bachelor of Science (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. The Nanoscience Track is also suitable for graduate study, but in collaboration with Ivy Tech provides additional training in the science and analytical methods utilized in nano-scale science.

**Academic Advising**

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are reset following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

**Degree Requirements (120 cr.)****[Degree Map >>](#)**

Students receiving the Bachelor of Science degree in Physics must complete 120 total credit hours including

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - Math courses required for the BS in Physics fulfill the Quantitative Reasoning requirement.
  - World Language | Successful completion of a second-semester language class, designated as 102, or 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. (3-6 cr.)
  - Major Requirements (36 cr.)
  - Research and Capstone (1 cr.)
  - Math Requirements (21 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- Minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major must be completed with a grade of C- or higher.
  - A minimum CGPA of 2.0 is required.

**Major Requirements (36 cr.)**

All courses are 3 credits, unless otherwise designated.

There are multiple tracks for the BS degree in physics at IU South Bend. The Professional Track is the best preparation for graduate study in physics, and the Nanoscience Track provides additional training related to the science of modern nanotechnology; 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 36 credits in the physics requirements.

**Fundamental Core (20 cr.)**

All courses are 3 credits, unless otherwise designated.

- PHYS-S 106 Contemporary Physics Seminar (1 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.)**

All courses are 3 credits, unless otherwise designated.

**Note** | All four courses required for Professional 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

### Physics Electives (0-9 cr. to reach total of 36 cr. in Physics Requirements)

All courses are 3 credits, unless otherwise designated.

- AST-A 453 Topical Astrophysics
- AST-N 390 The Natural World
- 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.)

For those on Nanoscience Track, the following courses from Ivy Tech will be required:

- NANO 202 Characterization and Testing of Nanotechnology Structures and Materials
- NANO 203 Basic Nanotechnology Processes

### Research and Capstone (1 cr. min.)

All courses are 3 credits, unless otherwise designated.

- PHYS-S 406 Research Project (1-4 cr.)
- PHYS-S 490 Physics Capstone (0 cr.)

### Math Requirements (21 cr.)

All courses are 3 credits, unless otherwise designated.

- 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

### Track Requirements >>

Photo credit | **Teresa Sheppard**

### Minor in Physics

Pictured | **Christian Rugelio** | *B.S. in Physics / Minor in East Asian Studies* | Goshen, Indiana (hometown)

**Club affiliation** | Japanese Club

### Minor in Physics

#### 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

Photo credit | **Teresa Sheppard**

### 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.

#### Degree Requirements

All courses are 3 credit hours, unless otherwise designated.

#### Concentration Requirements

#### Applied Physics Track (36 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 106 Contemporary Physics Seminar (1 cr.)
- 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
- 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 36 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.

#### 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 4 credit hours of PHYS-S 406 Research Project may be applied to the 36 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.

## Political Science

Pictured | **Steven Gerencser, Ph.D.** | *University of Minnesota, 1996* | Chair and Professor of Political Science

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### Political Science

**Steven Gerencser, Ph.D. | Chair**  
**Weikamp Hall 2177 | (574) 520-4514 | [polisci.iusb.edu](http://polisci.iusb.edu)**

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### Faculty

- Professors | **Bennion, L. Chen, Gerencser, Karakatsanis**
- Associate Professors | **Popescu, J. Smith**
- Assistant Profsesor | **Jang**
- 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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### Undergraduate Degree Offered

- Bachelor of Arts in Political Science

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### Minors Offered

- Minor in Geography
- Minor in Political Science

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### Certificate Offered

- Paralegal Studies Certificate Program

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### Graduate Degree and Certificates Offered

- Master of Public Affairs

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### Graduate Certificates Offered

- Graduate Certificate Programs | Public Management | Health Systems Management | Nonprofit Management

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### Course Descriptions

Geography GEOG | Political Science POLS

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### Index

- Pre-Law Preparation
  - Geography
-

## BA in Political Science

Pictured | **Vanessa Tikhlanawo Sitima Nda** | *Political Science / Minor in Psychology* | Lilongwe, Malawi (hometown)

### About the Bachelor of Arts in 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

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all CLAS students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (30 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free Electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level
  - Major and minor requirements must be completed with a grade of C- or higher.

### Major Requirements (30 cr.)

- 27 credits from 3 of the 4 sub-areas | American Government, Comparative or International Politics, Political Theory, Public Affairs. No more than 9 credit hours of 100-level courses may be included in the 30 credit hours.
- POLS-Y 490 Senior Seminar in Political Science (students enrolled in POLS-Y 490 Senior Seminar

must submit a portfolio at the end of the semester in which they are enrolled)

### 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 and Politics
- POLS-Y 329 Racial and Ethnic Politics in the United States

### Comparative or International Politics

- GEOG-G 313 Place and Politics
- 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 105 Introduction to 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 and Social Institutions
- POLS-B 399 Human Behavior and Social Institutions
- POLS-Y 380 Selected Topics of Democratic Government

Photo credit | **Teresa Sheppard**

### Geography

Pictured | **Gabriel Popescu, Ph.D.** | *Florida State University, 2006* | Director, Masters of Public Affairs; and Associate Professor of Geography

### Geography

**Gabriel Popescu, Ph.D. | Coordinator**  
**Weikamp Hall 2177 | (574) 520-4147**

The minor in Geography is designed for those students interested in the spatial organization of human and physical landscapes, the interactions between human societies and the physical environment, as well as of the meanings people bring to their place in the world.

- Students wishing to earn a minor in geography should consult with a faculty member in geography.
- Students must complete 15 credit hours in geography courses, including no more than 6 hours at the 100-level.
- A GPA of at least 2.0 is required for the minor.

### Minor Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select five courses from the following:

- GEOG-B 190 Human Behavior and Social Institutions  
VT: Introduction to Globalization
- GEOG-G 107 Physical Systems of the Environment
- GEOG-G 110 Introduction to Human Geography
- GEOG-G 120 Regions of the World
- GEOG-G 201 World Regional Geography
- GEOG-G 213 Introduction to Economic Geography
- GEOG-G 306 Current Issues in Globalization, Development, and Justice  
VT: The Geography of Current Issues
- GEOG-G 313 Place and Politics
- GEOG-G 315 Environmental Conservation
- GEOG-G 320 Population Geography
- GEOG-G 338 Geographic Information Science

### Minor in Political Science

Pictured | **Matthew Rollins** | *Secondary Education, Social Studies* | South Bend, Indiana (hometown)

**Club affiliations** | Student Veteran Organization, National Veteran Honor Society

### 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, with no more than 6 credit hours 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

Photo credit | **Teresa Sheppard**

### Paralegal Certificate

Pictured | **Sheree Harris** | *Psychology / Minor in Religious Studies / Paralegal Certificate* | Elkhart, Indiana (hometown)

### Paralegal Studies Certificate Program

#### [Student Consumer Information About this 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.

### 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. Students must be admitted to the paralegal program to register for paralegal courses.

### Prerequisites (6 cr.)

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

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### Required English Courses (3 cr.)

- ENG-W 233 Intermediate Expository Writing

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### 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

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Photo credit | **Teresa Sheppard**

### Master of Public Affairs

Pictured | **Gabriel Popescu, Ph.D.** | *Florida State University, 2006* | Director, Masters of Public Affairs; and Associate Professor of Geography

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### Master of Public Affairs

**Gabriel Popescu, Ph.D. | Program Director**  
**Wiekamp Hall 2177 | (574) 520-4147 | [mpa.iusb.edu](http://mpa.iusb.edu)**

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### Program Description

The Department of Political Science administers the Master of Public Affairs (MPA) 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 MPA 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).

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### Admission Requirements

Students are admitted to the MPA and its certificate programs by the MPA 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 MPA 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.

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### 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 MPA 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 MPA degree program prior to submitting an application.

### Application Deadlines

The MPA 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 MPA 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 MPA graduate director for consultation.

### Credit Transfer Policy

Up to 6 credit hours of appropriate graduate coursework may be transferred from other universities and applied toward the MPA Approval of credit transfer is at the discretion of the director of the MPA and the MPA Graduate Admissions Committee. Applicants seeking to apply transfer credit hours to the MPA should contact the MPA graduate director.

### 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 MPA Graduate Admissions Committee and the Department of Political Science.

### MPA Degree Requirements >>

#### Master of Public Affairs

#### Public Affairs Graduate Certificate Programs

Pictured | **Gabriel Popescu, Ph.D.** | *Florida State University, 2006* | Director, Masters of Public Administration; and Associate Professor of Geography

#### Public Affairs Graduate Certificate Programs

**Gabriel Popescu, Ph.D.** | Program Director  
Wiekamp Hall 2177 | (574) 520-4147 | [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 582 Financial Management for Public Affairs
- Two additional political science graduate courses

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### Pre-Law Preparation

Pictured | **Vanessa Tikhalanawo Sitima Nda** | *Political Science / Minor in Psychology* | Lilongwe, Malawi (hometown)

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### 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
- 

### Ethics

- CJUS- 330 Criminal Justice Ethics
  - PHIL-P 340 Classics in Ethics
  - PHIL-P 341 Ethical Classics 2
  - PHIL-P 342 Problems of Ethics
- 

### 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
- 

### 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

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### 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

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### 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

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Photo credit | **Teresa Sheppard**

## Psychology

Pictured | **Kathy Ritchie, Ph.D.** | *University of Texas at Austin, 1992* | Chair and Associate Professor of Psychology

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### Psychology

**Kathy Ritchie, Ph.D. | Chair**  
**Weikamp Hall 2119 | (574) 520-4393 |**  
[psychology.iusb.edu](http://psychology.iusb.edu)

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### Faculty

- Professors | **Bryant, Fujita, Ladd, Mettetal**
- Associate Professors | **Borshuk, Hubbard, Ritchie (Chair), Rodriguez, Schult**
- Assistant Professors | **Juricevic**
- Senior Lecturer | **Talcott**
- Faculty Emeriti | **R. Gottwald, Long, Mawhinney, McIntosh, Perrin, Scarborough**

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### About Psychology

Psychology offers a major in psychology leading to a Bachelor of Arts (B.A.) 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 multiple outlets such as education, counseling, and therapy. The breadth of modern psychology is reflected in the diversity of courses offered by the department.

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### Degree Offered

- Bachelor of Arts in Psychology

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### Minor Offered

- Minor in Psychology

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### Certificate Offered

- Certificate in Behavior Modification

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### Course Descriptions

Psychology PSY

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### BA in Psychology

Pictured | **Rashaan Jackson** | *Psychology* | Warsaw, Indiana (hometown)  
 Men's Basketball Team

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### About the Bachelor of Arts 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 multiple outlets, including education, counseling, and therapy. The breadth of modern psychology is reflected in the diversity of courses offered by the department.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's

enrollment. Advising holds are placed on all College of Liberal Arts and Studies (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (33 cr.)
  - Free Electives (balance of credits needed to equal 120 credit requirement)
- 
- The required minor (15-18 cr.) taken in any campus school or interdisciplinary program.
  - A minimum of 30 credit hours at the 300- or 400-level.
  - Major and minor requirements must be completed with a grade of C– or higher.
  - 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.
  - PSY-B 190 and PSY-B 399 Human Behavior and Social Institutions and PSY-T 190 Literary and Intellectual Traditions 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.

### Major Requirements (33 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Select one of the following:

- PSY-P 103 General Psychology
- PSY-P 106 General Psychology–Honors

### Core Requirements

All courses are 3 credit hours, unless otherwise designated.

- 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:

All laboratories require successful completion of PSY-P 211, PSY-P 354, and PSY-P 403. These prerequisites cannot be taken concurrently with any of the advanced labs.

- 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

### Additional Requirements

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 (cannot receive credit for both PSY-P 216 and PSY-P 316)
- PSY-P 316 Psychology of Childhood and Adolescence (cannot receive credit for both PSY-P 216 and PSY-P 316)
- 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 is required and students should seek their adviser's help in determining the right minor for them. Common choices include business, cognitive science, communications, criminal justice, sociology and others.

Photo credit | **Teresa Sheppard**

### Minor in Psychology

Pictured | **Alicia Moreno** | *Elementary Education / Minor in Psychology* | South Bend, Indiana (hometown)

### Minor in Psychology

- 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.

- PSY-B 190 and PSY-B 399 Human Behavior and Social Institutions and PSY-T 190 Literary and Intellectual Traditions 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.

### Minor Requirements (15 cr.)

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 (cannot receive credit for both PSY-P 216 and PSY-P 316)
- PSY-P 316 Psychology of Childhood and Adolescence (cannot receive credit for both PSY-P 216 and PSY-P 316)
- 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

Photo credit | **Teresa Sheppard**

### Certificate in Behavior Modification

Pictured | **Abigail Kowalski** | *Psychology / Minor in Criminal Justice* | South Bend, Indiana (hometown)

### Certificate in Behavior Modification

The courses in this curriculum provide a foundation in Applied Behavior Analysis (ABA), a technique frequently used to work with children and adults with behavior issues, ranging from autism to ADHD to conduct disorders. It is also widely used in schools, health settings, and in business management. This IU Certificate in Behavior Modification does not cover the Behavior Analyst Certification Board course requirements towards Board certification.

### 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 Reading, Writing, and Inquiry I 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 a Behavior Modification 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 Behavior Modification 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.

Photo credit | **Teresa Sheppard**

## Religious Studies

Pictured | **Julio F Hernando, Ph.D.** | *Washington University in St. Louis, 2005* | Associate Professor of Spanish

### Religious Studies

**Julio F Hernando, Ph.D. | Coordinator**  
**Wiekamp Hall 3237 | (574) 520-4604**

### Faculty

- Coordinator | **Hernando**
- Faculty Advisors | **Ladd, Stockman, L. Zynda**

### 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

### Minor Offered

- Minor in Religious Studies

### Course Descriptions

Religion REL

Photo credit | **Julio Hernando** at Ponte Santa Trinita, Florence, Italy

### Minor in Religious Studies

Pictured | **Sheree Harris** | *Psychology / Minor in Religious Studies* | Elkhart, Indiana (hometown)

### Minor in Religious Studies

- 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. Students must have a faculty advisor (typically the chair of the Religious Studies Committee) approved by the committee.

### 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 Introduction to Religion in America

**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
- REL-R 354 Buddhism

**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

Photo credit | **Teresa Sheppard**

## Sociology and Anthropology

Pictured | **James VanderVeen, Ph.D.** | *Indiana University, 2006* | Chair, Department of Sociology and Anthropology; and Associate Professor of Anthropology

### Sociology and Anthropology

**James M. VanderVeen, Ph.D.** | Chair

**Wiekamp Hall 2289** | (574) 520-4618 | [socanth.iusb.edu](http://socanth.iusb.edu)

#### Faculty

- Professors | **Lucal, McGuire, Sernau, Torstrick**
- Associate Professors | **Blouin, Randall, VanderVeen** (Chair), **Wells**
- Assistant Professors | **Schrank**
- Faculty Emeriti | **Brandewie, Fritschner, Keen**

### 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
- Bachelor of Arts in Sociology

### Minors Offered

- Minor in Anthropology
- Minor in Sociology

### Certificate Offered

- Certificate in Social and Cultural Diversity

### Course Descriptions

Anthropology ANTH | Sociology SOC

### BA in Anthropology

Pictured | **Raven Miller** | *Anthropology / Minors in Sociology and Spanish* | Walkerton, Indiana (hometown)  
**Volunteer activities and affiliations** | President, Anthropology Club; Resident Assistant, River Crossing Campus Housing; Volunteer, La Casa de Amistad, Humane Society of St. Joseph County, Xavier School of Excellence, YMCA

### About the Bachelor of Arts 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.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all CLAS students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (24 cr.)
  - Elective Requirements (9 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free electives (balance of credits needed to equal 120 cr. requirement)
- A minimum of 30 credit hours at the 300- or 400-level.
  - In addition, major and minor requirements must be completed with a grade of C- or higher
  - At least 15 credits for the major must be at the 300-level or higher

### Major Requirements (24 cr.)

All courses are 3 credit hours, unless otherwise designated.

- ANTH-A 360 Development of Anthropological Thought
- ANTH-E 105 Culture and Society
- 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
- ANTH-A 370 Research Methods in Anthropology
- 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

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### Elective Requirements (9 cr.)

- Nine credits in Anthropology

Photo credit | **Teresa Sheppard**

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### Minor in Anthropology

Pictured | **Anthony Bush** | *Anthropology / Minor in Sustainability Studies* | Mishawaka, Indiana (hometown)

---

### Minor in Anthropology

It is strongly suggested that interested students declare a minor in Anthropology before the completion of the third course in the discipline. To declare or to seek academic advising in the program, students should visit the department office at Wiekamp 2288.

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### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- 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-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

#### Select one of the following:

- ANTH-A 314 Qualitative Research Methods
- ANTH-A 315 Quantitative Research Methods
- ANTH-A 360 Development of Anthropological Thought
- ANTH-A 370 Research Methods in Anthropology
- SOC-S 351 Social Statistics
- One additional anthropology course at the 300- or 400-level.

Photo credit | **Teresa Sheppard**

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### Certificate in Social and Cultural Diversity

Pictured | **Jackson Green** | *B.A. Communication Studies, Public Relations / Minor in Anthropology* | Walkerton, Indiana (hometown)

---

### 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.

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### Course Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

Five courses, chosen from within the departmental listings, with the approval of the departmental chair, according to the following specifications:

- ANTH-E 105 Culture and Society

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### 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

Photo credit | **Teresa Sheppard**

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### BA in Sociology

Pictured | **Katelyn Peel** | *Sociology / Minor in Women's and Gender Studies* | Nappanee, Indiana (hometown)  
**Volunteer activity** | First Year Seminar Peer Mentor

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### About the Bachelor of Arts 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 PhD program.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

All courses are 3 credits unless otherwise noted.

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

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts additional requirements (14-23 cr.)
  - Major Requirements (21 cr.)
  - Sociology Electives (12 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Free electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level
  - The Required Minor (15-18 cr.) taken in any campus school or interdisciplinary program. Courses required for the minor must be completed with a grade of C- or higher.

---

### Major Requirements (21 cr.)

All courses are 3 credit hours, unless otherwise designated.

- SOC-R 498 Sociology Capstone Seminar
- SOC-S 161 Principles of Sociology
- SOC-S 204 Sociological Imagination
- SOC-S 351 Social Statistics

#### Select one of the following:

- SOC-S 340 Social Theory
- SOC-S 348 Introduction to Sociological Theory
- SOC-S 349 Topics in Contemporary Sociological Theory

#### Select one of the following:

- SOC-S 353 Qualitative Research Methods
- SOC-S 354 Quantitative Research Methods
- SOC-S 370 Research Methods in Sociology

#### Select one of the following:

- SOC-S 410 Advanced Topics in Social Organization
- SOC-S 422 Constructing Sexuality
- SOC-S 460 Topics in Non-Western Cultures
- SOC-S 494 Field Experience in Sociology

---

### Elective Requirements (12 cr.)

- Twelve credits in Sociology (no more than 3 credits at the 100- or 200-level)

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Photo credit | **Teresa Sheppard**

### Minor in Sociology

Pictured | **Angelina Hernandez** | *Psychology / Minor in Sociology* | South Bend, Indiana (hometown)

---

### Minor in Sociology

#### Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise designated.

- SOC-S 161 Principles of Sociology
- SOC-S 204 The Sociological Imagination

#### Select one of the following:

- SOC-R 498 Sociology Capstone Seminar
  - SOC-S 410 Advanced Topics in Social Organization
  - SOC-S 422 Constructing Sexuality
  - SOC-S 460 Topics in Non-Western Cultures
  - SOC-S 494 Field Experience in Sociology
- Two additional sociology courses at the 300-level or above.

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Photo credit | **Teresa Sheppard**

## Sustainability Studies

Pictured | **Deborah Marr, Ph.D.** | *Indiana University, 1997* | Director of Sustainability Studies; and Associate Professor of Biology

### Sustainability Studies

**Deborah Marr, Ph.D.** | Director  
Northside Hall 132D | (574) 520-5564 | (574) 520-5509  
[csfuture@iusb.edu](mailto:csfuture@iusb.edu) | [sustainthefuture.iusb.edu](http://sustainthefuture.iusb.edu)

#### Faculty

- Director | **Marr**
- Professor | **Joseph**
- Lecturer | **Bailey**
- Center for a Sustainable Future | **Bailey** (Director)

### 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. This curriculum has been carefully designed to offer students a seamless classroom-to-career transition upon completion.

### Undergraduate Degree Offered

- Bachelor of Arts in Sustainability Studies

### Minor Offered

- Minor in Sustainability Studies

### Graduate Certificate Offered

- Graduate Certificate in Strategic Sustainability Leadership

### Course Descriptions

Sustainability Studies SUST

### B.A. in Sustainability Studies

Pictured | **Gabrielle Robinson** | *Sustainability Studies / Minor in Sociology* | South Bend, Indiana (hometown)

### About the Bachelor of Arts in Sustainability Studies

Make more than a living. Make a difference. The future is bright for students of sustainability studies. Employers today need people with the knowledge and skills to help them meet the challenge of balancing people, planet and prosperity. Our programs will teach you how to leverage sustainability and innovation to take advantage of the opportunities presented by the fast emerging green economy; And, they have been carefully designed to offer you a seamless classroom to career pathway.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](http://One.IU).

### Degree Requirements (120 cr.)

#### Degree Map >>

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
- College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
- Major Requirements (33 cr.)
- Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
- Electives (balance of credits needed to equal 120 cr. requirement)
- A minimum of 30 credit hours at the 300- or 400-level.
- Major and minor requirements must be completed with a grade of C- or higher.

### Major Requirements (33 cr.)

#### Introduction (3 cr.)

- SUST-S 201 Foundations of Sustainability

### Sustainability Core Courses (12 cr.)

- SUST-B 399 Human Behavior and Social Institutions VT: Just Food: Sustainable Food Systems
- SUST-S 360 Topics in Sustainability Studies VT: Sustainable Urban Agriculture VT: The Art of Sustainability VT: Sustainability, Health, and Wellness
- SUST-S 361 Sustainability Abroad (1-6 cr.)
- SUST-S 411 Sustainability, Innovation, and Entrepreneurship
- SUST-S 460 Strategies for Transformative Leadership and Community Engagement

- SUST-S 495 Directed Readings in Sustainability (1-3 cr.)
- SUST-S 496 Research in Sustainability (1-3 cr.)

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### Scientific Foundations of Sustainability (3 cr.)

Select one of the following:

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)  
(2 cr. count towards Elective)
- BIOL-N 390 The Natural World  
VT: Environmental Biology (Biology majors can substitute BIOL-L 473 Ecology and BIOL-L 474 Field and Laboratory Ecology (2 cr.))
- CHEM-N 190 The Natural World  
VT: Chemistry and Our Environment
- GEOL-G 111 Physical Geology
- GEOL-G 210 Oceanography
- GEOL-G 451 Principles of Hydrogeology
- GEOL-N 190 The Natural World  
VT: Geology of the National Parks
- GEOL-N 390 The Natural World  
VT: Natural Hazard and Disasters
- PHYS-N 190 The Natural World  
VT: Energy in the 21st Century

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### Social, Cultural, and Economic Foundations of Sustainability (3 cr.)

Select one of the following:

- AHST-T 390 Literary and Intellectual Traditions  
VT: History of Landscape
- BUS-B 399 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 338 Geographic Information Science
- HIST-T 190 Literary and Intellectual Traditions  
VT: Humans and the Environment
- HPER-N 220 Nutrition for Health
- HSC-H 331 Environmental Health
- LSTU-L 390 Topics in Labor Studies  
VT: Jobs and the Environment
- PHIL-P 383 Topics in Philosophy  
VT: Philosophical Topics in Evolution
- PHIL-T 390 Literary and Intellectual Traditions  
VT: Environmental Philosophy
- POLS-Y 115 Environment and the People
- PSY-B 190 Human Behavior and Social Institutions  
VT: Social Justice
- SOC-B 399 Human Behavior and Social Institutions  
VT: Sustainable Communities VT: Costa Rica  
(Crosslisted with SOC-S 362)
- SOC-S 306 Urban Society
- SOC-S 410 Advanced Topics in Social Organization  
VT: Consumer Culture and Climate Change
- SOC-S 460 Topics in Non-Western Cultures  
VT: International Inequalities
- SUST-B 190 The Sustainable Future
- WGS-T 390 Literary and Intellectual Traditions  
VT: Women and Sustainability

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### Capstone (3 cr.)

- SUST-S 490 Sustainability Practicum
- SUST-S 491 Internship in Sustainability

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### Electives (9 cr.)

- Electives may be chosen from any of the above listed categories

Photo credit | **Teresa Sheppard**

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### Minor in Sustainability Studies

Pictured | **Daniel Clay** | *General Studies / Minor in Sustainability Studies* | Mishawaka, Indiana (hometown)

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### Minor in Sustainability Studies

#### Requirements (15 cr.)

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.

- Choose one course from each of the areas below. Only one course may be taken per discipline. No more than 6 credit hours at the 100-level.
- An asterisk [\*] indicates a General Education requirement

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### Introduction (3 cr.)

- SUST-S 201 Foundations of Sustainability

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### Sustainability Core Course (3 cr.)

All courses are 3 credits, unless otherwise designated.

Select one of the following:

- SUST-B 399 Human Behavior and Social Institutions  
VT: Just Food: Sustainable Food Systems
- SUST-S 360 Topics in Sustainability Studies  
VT: Sustainable Urban Agriculture  
VT: The Art of Sustainability  
VT: Sustainability, Health, and Wellness
- SUST-S 361 Sustainability Abroad (3-6 cr.)
- SUST-S 411 Sustainability, Innovation, and Entrepreneurship
- SUST-S 460 Strategies for Transformative Leadership and Community Engagement

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### Scientific Foundations of Sustainability

All courses are 3 credits, unless otherwise designated.

Select one of the following:

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- 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
- GEOL-G 111 Physical Geology
- GEOL-N 190 The Natural World

VT: Geology of the National Parks\*

- GEOL-G 210 Oceanography
- GEOL-G 451 Principles of Hydrogeology
- PHYS-N 190 The Natural World\*  
VT: Energy in the Twenty-First Century

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### Social, Cultural, and Economic Foundations of Sustainability

All courses are 3 credits, unless otherwise designated.

#### Select one of the following:

- AHST-T 390 Literary and Intellectual Traditions\*  
VT: History of Landscape
- BUS-B 399 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
- HIST-T 190 Literary and Intellectual Traditions\*  
VT: Humans and the Environment
- HPER-N 220 Nutrition for Health\*
- HSC-H 331 Environmental Health
- LSTU-L 390 Topics in Labor Studies  
VT: Jobs and the Environment
- PHIL-P 383 Topics in Philosophy  
VT: Philosophical Topics in Evolution
- PHIL-T 390 Literary and Intellectual Traditions\*  
VT: Environmental Philosophy
- POLS-Y 115 Environment and People
- PSY-B 190 Human Behavior and Social Institutions  
VT: Social Injustice
- SOC-B 399 Human Behavior and Social Institutions  
VT: Sustainable Communities  
VT: Costa Rica (crosslisted with SOC-S 362)
- SOC-S 306 Urban Society
- SOC-S 410 Advanced Topics in Social Organization  
VT: Consumer Culture and Climate Change
- SOC-S 460 Topics in Non-Western Cultures  
VT: International Inequalities and Global Issues
- SUST-B 190 Human Behavior and Social Institutions  
VT: The Sustainable Future\*
- WGS-T 390 Literary and Intellectual Traditions\*  
VT: Women and Sustainability

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#### Capstone

#### Select one of the following

- SUST-S 490 Sustainability Practicum
- SUST-S 491 Internship in Sustainability

Photo credit | **Teresa Sheppard**

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### Graduate Certificate in Strategic Sustainability Leadership

Pictured | **Jeremiah Sult** | *Master of Liberal Studies / Graduate Certificate in Strategic Sustainability Leadership* | South Bend, Indiana (hometown)

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### Graduate Certificate in Strategic Sustainability Leadership

#### About the Program

Today, the largest and most well-known corporations in the world, e.g., Wal-Mart, Interface, Nike, Starbucks, Cummins Engine, Toro, Home Depot, IKEA, Ford, Toyota, Nissan, Electrolux, and General Electric, are aggressively integrating sustainability action plans into their operations. In order to do this, they are also looking upstream and asking the many local and regional small business suppliers in their value and supply chains to do the same. As a result, small and medium sized businesses, which provide the lion's share of jobs in our region as well as nationally, find themselves scrambling to catch up in this changing environment. The problem is that in most cases small and medium businesses, manufacturers, and service providers do not have the expertise, personnel, or resources to set up the kind of robust sustainability education and training programs that their corporate clients are demanding of them.

This growing interest and demand for sustainability is not limited to business, but is now a driving factor in virtually every sector of our society and economy. Government (local, state, and federal), the not-for-profit sector, and the general public are also struggling to become more sustainable in the face of soaring energy costs and growing concerns about environmental degradation and global climate change.

The Graduate Certificate in Strategic Sustainability Leadership will give you the training and credentials to become a sustainability champion and help your business, not-for-profit, or governmental unit to take advantage of the newly emerging green economy opportunities for innovation and efficiency offered by leveraging the triple-bottom-line of people, prosperity and planet.

The Certificate in Strategic Sustainability Leadership may be taken alone, or as part of the Master of Liberal Studies Degree.

All classes for the Certificate can be completed in the evening and within 15 months, including the summer session

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#### Degree Requirements >>

Photo credit | **Teresa Sheppard**

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### Graduate Certificate in Strategic Sustainability Leadership

Pictured | **Brett Simpson** | *Sustainability Studies* | Mishawaka, Indiana (hometown)

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### Graduate Certificate in Strategic Sustainability Leadership

#### Degree Requirements (15 cr.)

All courses are 3 credit hours, unless otherwise noted.

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#### Introduction (3 cr.)

- SUST-S 501 Sustainability Strategies and Applications

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**Core Courses (9 cr.)****Select three of the following:**

- SUST-S 520 Sustainability and Innovation
- SUST-S 610 Topics in Sustainability Leadership (1-3 cr.)
- SUST-S 620 Sustainable Technologies and Alternative Energy
- SUST-S 630 Sustainable Food Systems
- SUST-S 660 Sustainability and the Built Environment
- SUST-S 694 Professional Development for Strategic Sustainability Leadership (1 cr.)
- SUST-S 695 Independent Study in Strategic Sustainability Leadership (1-3 cr.)
- Additional courses may be added or approved for credit by the Director of the Sustainability Program

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**Capstone (3 cr.)**

- SUST-S 690 Strategic Sustainability Leadership Practicum

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Photo credit | **Teresa Sheppard**

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**Women's and Gender Studies**

Pictured | **April Lidinsky, Ph.D.** | *Rutgers, The State University of New Jersey, 2000* | Director, Women's and Gender Studies; and Associate Professor of Women's Studies

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**Women's and Gender Studies**

**April Lidinsky, Ph.D.** | Director

**Wiekamp Hall 2155 | (574) 520-4122 | [wgs.iusb.edu](http://wgs.iusb.edu)**

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**Faculty**

- Associate Professor | **Gerken, Lidinsky** (Director), **Rusnock**
- Faculty Emerita | **McNeal-Dolan**

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**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, L. Collins, Gerken, C. He, Lidinsky, Lucal, Meluch, Rusnock, Tetzlaff, and Zwicker.

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**Undergraduate Degree Offered**

- Bachelor of Arts in Women's and Gender Studies

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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

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**BA in Women's and Gender Studies**

Pictured | **Adam Schelle** | *Women's and Gender Studies / English* | South Bend, Indiana (hometown)

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**About the Bachelor of Art in Women's and Gender Studies**

Graduates with a Women's and Gender Studies (WGS) major will be prepared to enter the full range of graduate, professional, and specialist service programs open to liberal arts and sciences graduates. WGS graduates additionally bring to their careers interdisciplinary research and writing skills and an ability to address structural inequalities from the local to global level. This major provides a sound background of skills, understanding, problem-solving, and advocacy relevant to work in a variety of fields valuable to the community, such as

counseling, health, education, and social justice, as well as key areas of business, human resources management, public relations, advertising, mass media, the arts, civil service, and international aid organizations.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all College of Liberal Arts and Sciences students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Degree Map >>

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (30 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Electives (balance of credits needed to equal 120 cr. requirement) (10-28 cr.)
- 
- A minimum of 30 credit hours at the 300- or 400-level
  - In addition, major and minor requirements must be completed with a grade of C– or higher.

### Major Requirements (30 cr.)

All courses are 3 credit hours, unless otherwise designated.

At least 15 credit hours must be taken at the 300-level or above

### 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 (see below)
- One WGS joint-listed course in the social or biological sciences (see below)
- One additional elective from WGS core or joint-listed courses
- One additional elective from WGS cross-listed, core, or joint-listed courses

### Joint-Listed Courses

Joint-listed courses have a WGS prefix and a department letter designation before the number, i.e., WGS H260.

- WGS-A 385 Topics in Anthropology: Motherhood (counts *only* when this topic)
- WGS-B 260 Women, Men and Society in Modern Europe
- WGS-B 342 Women in Medieval Society
- WGS-E 391 Women in Developing Countries
- WGS-H 260 History of American Women
- WGS-L 207 Women and Literature
- WGS-N 190 Biology of Women
- WGS-P 391 Psychology of Gender, Race and Ethnicity
- WGS-P 460 Women: A Psychological Perspective
- WGS-P 394 Feminist Philosophy
- WGS-S 310 The Sociology of Women in America
- WGS-S 338 Sociology of Gender Roles
- WGS-Y 327 Gender Politics

### Cross-Listed Courses

Cross-listed courses have no WGS prefix. A significant portion of the material in these courses focuses on women and/or uses gender as a major analytical tool. These courses vary each semester. Check the Women's and Gender Studies section of the current Course Listings book to see what cross-listed courses are available each semester.

Examples of past years' offerings include the following:

- K492, Women's Health Issues
- S164, Marital Relations and Sexuality
- S316, Sociology of the Family

Photo credit | **Teresa Sheppard**

### Minor in Women's and Gender Studies

Pictured | **Katelyn Peel** | *Sociology / Minor in Women's and Gender Studies* | Nappanee, Indiana (hometown)  
**Volunteer activity** | First Year Seminar Peer Mentor

### 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

#### 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

Photo credit | **Teresa Sheppard**

## World Language Studies

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### World Language Studies

Pictured | **Laura Crull** | *Spanish / Minor in English* | Elkhart, Indiana (hometown)

**Briannah McCall** | *Sustainability Studies / Minor in Spanish* | Kouts, Indiana (hometown)

**Javier Zamarripa** | *Political Science / Minors in Spanish and History* | South Bend, Indiana (hometown)

**Cassie Calderon** | *Spanish/Pre-Physical Therapy / Minors in Latino Studies and Psychology* | Goshen, Indiana (hometown)

**Chelsea Klett** | *Spanish / Sustainability Studies* | Middlebury, Indiana (hometown)

**Esmeralda Guzman** | *Spanish / Minor in American Studies* | La Porte, Indiana (hometown) |

**Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

### 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 in the target languages. 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.

### 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 functional in a second language. Functionality is attained between proficiency levels of Novice High and Intermediate low by American Council of Teaching Foreign Languages (ACTFL) national standards.

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 course placement as described below.

### Placement Examinations

In order to place students in the appropriate level, all incoming students with prior experience with French, German, Japanese or Spanish must take the language placement exam. Students with no prior foreign language experience should enroll in 101. Placement examinations are offered frequently. Please contact the department for exact times and dates.

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. If a student places into and completes a course with a grade of B or higher, he or she is eligible to receive between 3 and 12 additional credit hours for lower level courses.

### Earning Special Credits

Earning a grade of "B" or higher in a second language 300 and 400 level course qualifies a student for up to 12 special credits with a grade of "Satisfactory" in first and second year courses: 101, 102, 203, and 204 (3 credits each).

Earning a grade of "A-" or higher in the situation described above qualifies a student for up to 12 special credits with a grade of "A" in all first and second year courses listed above.

These special credits are not transferable to an institution outside the Indiana University system.

Credits online are excluded from approval.

### Transfer Students

Students transferring to IU South Bend from other institutions should consult the placement policies above and the department chair for advising.

### International Students and Students Whose Native Language is Not English

International students and other students whose native language is not English, 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. Students may earn credit by examination if the language is offered for instruction at IU South Bend; they may also satisfy the world languages requirement by taking the English as a Second Language Placement Exam and completing the ESL courses (if any) required thereby. 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.

Photo credit | **Teresa Sheppard**

### BA in French

Pictured | **Maia Sutter** | *French* | South Bend, Indiana (hometown)

### About the Bachelor of Arts in French

A degree in French provides IU South Bend students with the tools to become a true international citizen in a multi-cultural, multi-lingual global community. The French Program promotes proficiency in the French language, knowledge of French and Francophone cultures and

literatures, and the students' active engagement in cultural and linguistic exchanges.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (31 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major and minor must be completed with a grade of C– or higher.
  - A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

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### Major Requirements (31 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 313 Advanced Grammar and Composition I
- FREN-F 495 Individual Readings in French (1 cr.)
- Four additional courses at the 300-level
- Three additional courses at the 400-level

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### Electives

All courses are 3 credit hours, unless otherwise designated.

- FREN-F 300 Lectures et Analyses Littéraires
- FREN-F 305 Chefs-d'œuvre de la Littérature Française I
- FREN-F 306 Chefs-d'œuvre de la Littérature Française 2
- FREN-F 311 Contemporary French Civilization
- FREN-F 314 Advanced Grammar and Composition II
- FREN-F 316 French Conversation and Diction 2
- FREN-F 361 Introduction to Historique a la Civilisation Française I
- FREN-F 363 Introduction a la France Moderne
- FREN-F 391 Studies in French Film
- FREN-F 450 Colloquium in French Studies
- FREN-F 454 Littérature Contemporaine 2

- FREN-F 474 Theme et Version
- FREN-F 480 French Conversation
- FREN-F 495 Individual Readings in French

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Photo credit | **Teresa Sheppard**

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### BA in German

Pictured | **Sydney Rohr** | *World Language Studies / German* | Osceola, Indiana (hometown)  
**Club affiliation** | Preident, German Club

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### About the Bachelor of Arts in German

A degree in German provides IU South Bend students with the tools to become a true international citizen in a multi-cultural, multi-lingual global community. The German Program promotes proficiency in the German language, knowledge of Germanic cultures and literatures, and the students' active engagement in cultural and linguistic exchanges.

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### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all College of Liberal Arts and Sciences (CLAS) students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

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### Degree Requirements (120 cr.)

#### [Degree Map >>](#)

Students receiving the Bachelor of Arts (BA) degree must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts additional requirements (14-23 cr.)
  - Major Requirements (31 cr.)
  - Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.
  - Courses required for the major and minor must be completed with a grade of C– or higher.
  - A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

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### Major Requirements (31 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 313 Writing German 1
  - GER-G 495 Individual Readings in Germanic Literature (1 cr.)
  - Four additional courses at the 300-level
  - Three additional courses at the 400-level
-

### Electives

All courses are 3 credit hours, unless otherwise designated

- GER-G 300 Fifth-Semester College German
- GER-G 305 Introduction to German Literature: Types
- GER-G 306 Introduction to German Literature: Themes
- GER-G 307 Selected Works of Contemporary German Literature
- GER-G 310 Deutsch: Mittelstufe II
- GER-G 314 Writing German 2
- GER-G 363 Introduction to German Cultural History
- GER-G 370 German Cinema
- GER-G 396 German Language Abroad
- GER-G 464 German Culture and Society
- GER-G 465 Structure of German
- GER-G 495 Individual Readings in Germanic Literature

Photo credit | **Teresa Sheppard**

### BA in Spanish

Pictured | **Gabriella Frodyma** | *Spanish* | Mishawaka, Indiana (hometown)  
Honors Program; and Manager, IU South Bend Women's Volleyball Team

### About the Bachelor of Arts in Spanish

A degree in Spanish provides IU South Bend students with the tools to become a true international citizen in a multi-cultural, multi-lingual global community. The Spanish Program promotes proficiency in the Spanish language, knowledge of Spanish and Latin American cultures and literatures, and the students' active engagement in cultural and linguistic exchanges.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's to enrollment. Advising holds are placed on all CLAS students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

[Degree Map >>](#)

Students receiving the Bachelor of Arts (B.A.) degree must complete 120 total credit hours including:

- IU South Bend campuswide General Education Curriculum (33-39 cr.)
  - College of Liberal Arts and Sciences Bachelor of Arts Additional Requirements (14-23 cr.)
  - Major Requirements (31 cr.)
  - The Required Minor taken in any campus school or interdisciplinary program (15-18 cr.)
  - Electives (balance of credits needed to equal 120 cr. requirement)
- 
- A minimum of 30 credit hours at the 300- or 400-level.

- Courses required for the major and minor must be completed with a grade of C- or higher.
- A minimum CGPA of 2.0 is required. All courses are 3 credit hours, unless otherwise designated.

### Major Requirements (31 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 313 Writing Spanish 1
- SPAN-S 495 Hispanic Colloquium (1 cr.)
- Four additional courses at the 300-level
- Three additional courses at the 400-level

### Electives

All courses are 3 credit hours, unless otherwise designated

- SPAN-S 302 The Hispanic World 2
- SPAN-S 303 The Hispanic World
- SPAN-S 305 Masterpieces of Spanish Literature I
- SPAN-S 306 Masterpieces of Spanish Literature II
- SPAN-S 314 Writing Spanish 2
- SPAN-S 317 Spanish Conversation and Diction Class
- SPAN-S 325 Spanish for Teachers
- SPAN-S 363 An Introduction to Hispanic Culture
- SPAN-S 411 Spain: The Cultural Context
- SPAN-S 412 Spanish America: The Cultural Context
- SPAN-S 416 Modern Hispanic Poetry
- SPAN-S 418 Hispanic Drama
- SPAN-S 450 Don Quijote
- SPAN-S 477 Modern Spanish-American Prose Fiction
- SPAN-S 478 Modern Spanish Novel
- SPAN-S 494 Individual Readings in Hispanic Studies
- SPAN-S 495 Hispanic Colloquium (1-3 cr.)
- SPAN-S 496 Foreign Study in Spanish (3-8 cr.)

Photo credit | **Teresa Sheppard**

### Minor in World Language Studies

Pictured | **Asia Carruthers** | *Health Sciences, Health Promotion / Minor in Spanish* | South Bend, Indiana (hometown)

**Volunteer activities and affiliations** | President, Stage for Change; Vice President, Black Student Union; Member, Student Association for Civil Rights and Social Justice; Freedom Summer, Class of 2016

### Minor in a World Language

- First-year world language courses do not count toward the minor. A grade of C- or higher in each course is required.

### 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
- Three courses at the 300- or 400-level

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### Minor in German (18 cr.)

#### Course Requirements

Online courses are excluded from approval.

- GER-G 203 Second-Year German 1
- GER-G 204 Second-Year German 2
- GER-G 313 Writing German 1
- Three courses at the 300- or 400-level

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### 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
- Two courses at the 300- or 400-level

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### 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.

- ENG-W 250 Writing in Context
- SPAN-T 190 Literary and Intellectual Traditions  
VT: Mexican Culture and Society (taught abroad)  
VT: Costa Rican Culture and Society (taught abroad)
- SPAN-T 390 Literary and Intellectual Traditions  
VT: Mexican Culture and Society (taught abroad)  
VT: Costa Rican Culture and Society (taught abroad)

**Study Abroad:** Selected courses may apply with consent of the department.

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Photo credit | **Teresa Sheppard**

## Supplemental and Preprofessional Programs

Pictured | **Skye McDonald** | *Pre-Physical Therapy* | Mishawaka, Indiana (hometown)

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### Undergraduate Supplemental and Preprofessional Programs

- Exploratory Program
- Dentistry
- Engineering
- Law
- Medicine
- Optometry
- Pharmacy
- Secondary Teacher
- Veterinary Science

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Photo credit | **Teresa Sheppard**

#### Dentistry

Pictured | **Keon Jones** | *Biological Sciences* | Baltimore, Maryland (hometown)

**Clubs and volunteer activities** | President, Diversity Against Adversity; Member, TriBeta Honor Society; Secretary, Pharmacy Club; Tennis Team; Volunteer, Louis Stokes Alliances for Minority Participation (LSAMP)

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#### Dentistry

A Bachelor's degree, either BA or BS, is expected for acceptance into dental school. Students may major in any subject, but the most common majors are Biological Sciences, Biochemistry or Chemistry due to the overlap between the degree requirements and entrance requirements for dental school. It is not possible to earn a degree in "pre-dentistry". All courses listed below must be completed prior to matriculation to the School of Dentistry, but it is not necessary to have completed all the courses listed prior to submitting an application for admission.

In addition, courses in genetics, immunology, and medical terminology are strongly recommended but not required.

All required pre-dental courses must have letter grades; no courses taken on a Pass/Fail basis are accepted and credit by exam (such as AP or IB credit) is not accepted. Students interested in pre-dental coursework at IU South Bend should contact the pre-health professions advisor, Dr. Ann Grens, in the Department of 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 IU School of Dentistry sets admission and degree requirements for its programs; students seeking admission should refer to their website, [www.dentistry.iu.edu](http://www.dentistry.iu.edu) for additional information.

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#### Requirements (65 credits)

All courses are 3 credit hours, unless otherwise designated.

#### Biological Sciences (29 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 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 cr.)

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### 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.)

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### English (3 cr.)

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

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### 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.)

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### Psychology (3 cr.)

- PSY-P 103 General Psychology

Photo credit | **Teresa Sheppard**

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### Engineering

Pictured | **Christopher Tulay** | *Pre-Engineering* | Sharon Hill, Pennsylvania (hometown)

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### 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 Reading, Writing, and Inquiry I
- 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.

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Photo credit | **Teresa Sheppard**

### Law

Pictured | **Noah Lancaster** | *Political Science / Pre-Law* | Bremen, Indiana (hometown)

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### 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.

Photo credit | **Teresa Sheppard**

### Optometry

Pictured | **Keegan Berndsen** | *Biological Sciences* | Elkhart, Indiana (hometown)  
Vice President, Delta Sigma Phi

### Optometry

A Bachelor's degree, either BA or BS, is required for admission into optometry school. Students may major in any subject, but the most common majors are Biological Sciences, Biochemistry or Chemistry due to the overlap between the degree requirements and entrance requirements for optometry school. It is not possible to earn a degree in "pre-optometry." All courses listed below must be completed prior to matriculation to the School of Optometry, but it is not necessary to have completed all the courses listed prior to submitting an application for admission.

All required courses must have letter grades; no courses taken on a Pass/Fail basis are accepted and credit by exam (such as AP or IB credit) is not accepted. Students interested in premedical coursework at IU South Bend should contact the pre-health professions advisor Dr. Ann Grens, in the Department of 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 IU School of Optometry sets admission and degree requirements. Students seeking admission should consult the School of Optometry website at <http://optometry.iu.edu/> for further information.

### Requirements (85-86 cr.)

All courses are 3 credit hours, unless otherwise designated.

### Biology (26 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

- MICR-M 310 Microbiology
- MICR-M 315 Microbiology Laboratory (2 cr.)
- PHSL-P 261 Human Anatomy and Physiology 1 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 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 Lecture 1
- CHEM-C 342 Organic Chemistry Lecture 2
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 484 Biomolecules and Catabolism

### English (6 cr.)

- ENG-W 131 Reading, Writing, and Inquiry I
- 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 (2-3 cr.)

Select one from the following:

- BIOL-L 220 Biostatistics (recommended)
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences (2 cr.)
- PSY-P 354 Statistical Analysis in Psychology

### Arts and Humanities (6 cr.)

- At least two courses

### Social and Behavioral Sciences (6 cr.)

- At least two courses

Photo credit | **Teresa Sheppard**

### Pharmacy

### Pre-Medicine

Pictured | **Ameer Abdulhadi** | *Pre-Med* | Baghdad, Iraq (hometown)

### Medicine

A Bachelor's degree, either BA or BS, is expected for acceptance into medical school. Students may major in any subject, but the most common majors are Biological Sciences, Biochemistry or Chemistry due to the overlap between the degree requirements and entrance requirements for medical school. It is not possible to

earn a degree in "pre-medicine." All courses listed below must be completed prior to matriculation to the School of Medicine, but it is not necessary to have completed all the courses listed prior to submitting an application for admission.

All required courses must have letter grades; no courses taken on a Pass/Fail basis are accepted and credit by exam (such as AP or IB credit) is not accepted. Students interested in premedical coursework at IU South Bend should contact the pre-health professions advisor Dr. Ann Grens, in the Department of 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 IU School of Medicine sets admission and degree requirements. Students seeking admission should consult the School of Medicine website at <http://medicine.iu.edu/> for further information.

Please note that the IU School of Medicine does not review applications from applicants who are not either a United States citizen or a legal permanent resident (i.e. international students are not eligible for admission).

### Requirements (49 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### Biology (10 cr.)

- BIOL-L 101 Introduction to Biological Sciences 1 (5 cr.)
- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

#### Optional Courses Strongly Recommended

- BIOL-L 211 Molecular Biology
- BIOL-L 311 Genetics
- BIOL-L 312 Cell Biology

#### Select from the following options:

##### Option 1

- BIOL-L 308 Organismal Physiology (5 cr.)

##### Option 2

- PHSL-P 261 Human Anatomy and Physiology 1 (4 cr.)
- PHSL-P 262 Human Anatomy and Physiology 2 (4 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

#### 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

#### Sociology (3 cr.)

- SOC-S 161 Principles of Psychology

Photo credit | **Teresa Sheppard**

#### Secondary Teacher Certificate 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.

#### Veterinary Medicine

Pictured | **Kayla Fulbright** | *Biological Sciences / Pre-Veterinary Medicine* | Mishawaka, Indiana (hometown)

#### Veterinary Medicine

A Bachelor's degree, either B.A. or B.S., is generally expected for acceptance into veterinary school, although a student may be admitted without a degree upon completion of all required prerequisite courses.

Students may major in any subject; due to the overlap between the degree requirements and entrance requirements for veterinary school, the most common majors are Biology, Biochemistry, or Chemistry.

It is not possible to earn a degree in "pre-veterinary medicine." For the Purdue University School of Veterinary Medicine, all courses listed below must be completed prior to matriculation, but it is not necessary to have completed all the courses listed prior to submitting an application for admission.

All required courses must have letter grades; no courses taken on a Pass/Fail basis are accepted and credit by exam (such as AP or IB credit) is not accepted. Students interested in pre-veterinary coursework at IU South Bend should contact the pre-health professions advisor, Dr. Ann Grens, in the Department of 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.

#### Requirements (71-72 cr.)

All courses are 3 credit hours, unless otherwise designated.

#### 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 (3 cr.)

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

### 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 (2-3 cr.)

Select one from the following:

- BIOL-L 220 Biostatistics (recommended)
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences (2 cr.)

### Electives (9 cr.)

- Minimum of 9 credit hours in humanities or social sciences courses

Photo credit | **Teresa Sheppard**

### Exploratory Program

Pictured | **Xander Laughlin** | *Political Science, Psychology* | Shipshewana, Indiana (hometown)

### Exploratory Program

The Exploratory Program in the College of Liberal Arts and Sciences (CLAS) at IU South Bend is designed for students who begin their college education without a declared major. An Academic Advisor in the CLAS Advising Center will help students to actively explore and identify the major that best matches their career and life goals.

The courses recommended for the first year meet degree requirements for many majors and/or meet the campus-wide general education requirements at IU South Bend. Students are required to make regular advising appointments with their Academic Advisor. Specific course requirements will ultimately be determined by the student's chosen area of study and the College of Liberal

Arts and Sciences recommends that Exploratory students select a major within the first 45 credit hours to ensure that they are on track to graduate in a timely manner.

Photo credit | **Peter Ringenberg**

### Physical Therapy

Pictured | **Rickey Bonds** | *Biological Sciences/Pre-Physical Therapy* | Indianapolis, Indiana (hometown)  
Volunteer with *The Way*, an Indianapolis organization committed to feeding the homeless

### Physical Therapy

Outlined are the entrance requirements for three accredited Physical Therapy programs in the state of Indiana. No two physical therapy programs have exactly the same entrance requirements; you will need to determine the specific requirements for each physical therapy school you plan to apply to, and make sure that you incorporate all required courses into your degree program.

A Bachelor's degree is required prior to admission to physical therapy school, which leads to a Doctorate in Physical Therapy. Students may major in any subject, but the most common majors are Biology and Psychology due to the overlap between the degree requirements and entrance requirements for physical therapy school. You can not earn a degree in "pre-physical therapy". When choosing a major, you should choose a subject area that allows you the potential to pursue other career options as well as physical therapy.

Specific coursework that must be completed prior to admission to each physical therapy school is listed below. Once you have declared a major, you will need to be advised by an academic advisor in that department regarding the requirements for a Bachelor's degree in that subject. You must include the courses listed below as part of your curriculum no matter what degree you choose to pursue; each science course must be for science majors, not general education or survey courses, and must include both a lecture and laboratory component except as listed. All required pre-requisite courses must have letter grades; courses taken pass/fail and credit by exam, such as Advance Placement exams, are not accepted. Please check the current Bulletin for information about Math Assessment score requirements and other pre-requisites for these courses.

### Indiana University-Purdue University Indianapolis

The IU physical therapy program minimum requirements are a 3.2 cumulative GPA and a 3.2 science and math GPA - any applicant who does not meet these requirements will be rejected without review. The Graduate Record Exam (GRE) General Test is also required. A minimum of 40 hours of physical therapy observation is required, with at least 20 hours each in an inpatient and outpatient setting. See the IUPUI Department of Physical Therapy website at <https://shrs.iupui.edu/admissions/apply/doctorate-physical-therapy/requirements.html> for additional information.

### Requirements

**All courses are 3 credit hours, unless otherwise noted**

- CHEM-C 105 Principles of Chemistry I; AND CHEM-C 125 Experimental Chemistry I (2 cr)
- CHEM-C 106 Principles of Chemistry II; AND CHEM-C 126 Experimental Chemistry II (2 cr.)
- PHYS-P 201 General Physic 1 (5 cr.); OR PHYS-P 221 Physics 1 (5 cr.)
- PHYS-P 202 General Physics 2 (5 cr.); OR PHYS-P 222 Physics 2 (5 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phycology II (4 cr.)
- PSY-P 103 General Psychology
- PSY-P 216 Life Span Developmental Psychology

**Select one of the following:**

- BIOL-L 220 Biostatistics
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences
- PSY-P 354 Statistical Analysis in Psychology
- At least 6 credit hours in additional Humanities or Social Sciences coursework

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### University of Indianapolis

Most physical therapy programs require that you complete a specified number of hours of observation of licensed physical therapists prior to applying for admission; see the individual program websites for the number of hours required and any requirements regarding the setting(s) in which the observations take place. Verification of your observation hours by the physical therapist you observed can be done electronically through the American Physical Therapy Association website; see <http://www.ptcas.org/PTHours/> for additional information and the verification form. Additional information about physical therapy, including links to every accredited physical therapy program in the U.S., can be found at the American Physical Therapy Association website, <http://www.apta.org>. Students interested in completing pre-physical therapy course work at IU South Bend should contact the Department of Biological Sciences soon after admission to discuss an appropriate degree program.

A minimum 3.0 GPA, both cumulative (overall) and specifically in math and science coursework, is required; however, the average admitted student has a 3.7 GPA. The Graduate Record Exam (GRE) is also required. See the Krannett School of Physical Therapy website at <http://uindy.edu/health-sciences/pt> for additional information.

### Requirements

All courses are 3 credit hours, unless otherwise noted

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)
- CHEM-C 105 Principles of Chemistry I; AND CHEM-C 125 Experimental Chemistry I (2 cr)
- CHEM-C 106 Principles of Chemistry II; AND CHEM-C 126 Experimental Chemistry II (2 cr.)
- ENG-W 131 Reading, Writing, and Inquiry I
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phycology II (4 cr.)
- PHYS-P 201 General Physic 1 (5 cr.); OR

PHYS-P 221 Physics 1 (5 cr.)

- PHYS-P 202 General Physics 2 (5 cr.); OR PHYS-P 222 Physics 2 (5 cr.)

**Select one of the following:**

- BIOL-L 220 Biostatistics
- MATH-K 300 Statistical Techniques for Health Professions
- MATH-K 310 Statistical Techniques
- Two courses in the behavioral sciences (Anthropology, Psychology, or Sociology)

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### Indiana State University

A minimum 3.0 GPA, both cumulative (overall) and specifically in math and science coursework, is required for consideration, but a competitive applicant will generally have a GPA of 3.5 or higher. A minimum of 40 hours of physical therapy observation is required. See the ISU Department of Applied Medicine and Rehabilitation website at <http://www.indstate.edu/health/dpt-admission-requirements-and-prerequisite-courses> for additional information.

### Requirements

All courses are 3 credit hours, unless otherwise noted

- BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)>
- BIOL-L 312 Cell Biology; OR BIOL-L 317 Developmental Biology
- CHEM-C 105 Principles of Chemistry I; AND CHEM-C 125 Experimental Chemistry I (2 cr)
- CHEM-C 106 Principles of Chemistry II; AND CHEM-C 126 Experimental Chemistry II (2 cr.)
- NURS-B 105 Medical Terminology (1 cr.)
- PHYS-P 201 General Physic 1 (5 cr.); OR<br>PHYS-P 222 Physics 2 (5 cr.)
- PHSL-P 261 Human Anatomy and Physiology I (4 cr.)
- PHSL-P 262 Human Anatomy and Phycology II (4 cr.)
- PSY-P 103 General Psychology
- PSY-P 216 Life Span Developmental Psychology

**Select one of the following:**

- BIOL-L 220 Biostatistics
- MATH-K 310 Statistical Techniques
- MATH-M 261 Statistical Inferences
- PSY-P 354 Statistical Analysis in Psychology

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Photo credit | **Teresa Sheppard**

# Labor Studies Program

## Labor Studies Program

[Irene Queiro-Tajalli, Ph.D.](#) | Chair  
 IU School of Social Work, AD 2020T | Indianapolis,  
 Indiana | (317) 274-6725 | [labor.iu.edu](http://labor.iu.edu)

### Faculty

- Professor | **Queiro-Tajalli** (Chair)
- Associate Professor | **Mishler**
- Assistant Professor | **Casey**

### About the Labor Studies Program

The Department of Labor Studies is an academic unit of the statewide IU School of Social Work. 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 labor leaders. Labor Studies sees labor organizations, including 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. Faculty qualifications typically combine academic credentials with a labor background.

The program has a long history of working with labor in the state of Indiana to develop and deliver educational courses, which are coordinated and taught by Labor Studies full time and associate faculty.

### Degrees Offered

- Bachelor of Science in Labor Studies
- Minor in Labor Studies
- Associate of Science in Labor Studies
- Certificate in Labor Studies

### Course Descriptions

- Labor Studies LSTU

### Index

- General Information
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- 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

Pictured | **Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

### 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.

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### 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.

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### 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 candidate must complete the DD-214 form and have a training completion certificate (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

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### 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.

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### 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.

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### 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.

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### **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.

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### **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.

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### **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.

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## **Labor Studies Program | Required Areas of Learning**

Pictured | **Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

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### **Required Areas of Learning**

Following are the three required areas of learning with a selection of their distinct disciplines 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).

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### **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

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### **Sciences and Mathematics**

Astronomy | Biology | Chemistry | Computer Science/Technology | Geology | Mathematics | Physics | Zoology

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### **Social and Behavioral Sciences**

Anthropology | Economics | Geography | Linguistics | Political Science | Psychology | Sociology | Social Work

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### **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 before registering for classes.

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Photo credit | **Teresa Sheppard**

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## Bachelor of Science in Labor Studies

Pictured | **Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

### Bachelor of Science in Labor Studies

For the Bachelor of Science (BS) 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.

The bachelor degree requires an overall 2.0 (C) GPA. Courses in which grades of D or below are received may be counted only as electives. Courses within a major area must be in at least two different disciplines.

### Degree Requirements (120 cr.)

Students receiving the Bachelor of Sciences degree in Labor Studies must complete 120 total credit hours including:

- IU South Bend Campuswide General Education Curriculum (33 cr.)
  - Additional General Education courses (6 cr.)
  - Required Areas of Learning (12 cr.)
  - Major Requirements (42 cr.)
  - Electives (27 cr.)
- Within the 120 credit hours required for the Labor Studies degree, students must have a minimum of 30 credit hours at the 300- or 400-level. In addition, concentration requirements must be completed with a grade of C– or higher. All courses are 3 credit hours, unless otherwise designated.

Students seeking a Bachelor degree in Labor Studies must take 51 credit hours of general education courses; 33 credit hours from the IU South Bend General Education Core courses and 18 credit hours from the list of IU South Bend general education courses. As a part of these 51 credit hours, all students must successfully complete 12 credit hours from the Labor Studies Required Areas of Learning listed directly below. These courses can count toward the General Education core (30 cr.) or as general education courses (21 cr.).

### Additional General Education Courses (6 cr.)

- Open

### Required Areas of Learning (12 cr.)

- ENG-W 131 Reading, Writing, and Inquiry I OR ENG-W 140 Reading, Writing, and Inquiry I- Honors
- One additional 200/300-level writing course
- One economics course (LSTU-L 230 Labor and the Economy meets this requirement)
- One computer class

### Major Requirements (42 cr.)

The Labor Studies concentration consists of 15 credit hours of 100/200 level courses and 27 credit hours of 200/300/400 level courses. There are no pre-requisites or co-requisite Labor Studies courses. Students can take

the Labor Studies courses in any order, although, we do suggest a logical progression (100 level, 200 level, 300 level, etc.).

- Labor Studies 100/200-level courses (15 cr.)
- Labor Studies 200/300/400-level courses (27 cr.)

### Electives (27 cr.)

- Open (Labor Studies courses recommended)
- Courses are at the discretion of the student; but we recommend that you take Labor Studies courses to strengthen your Labor Studies education.

Photo credit | **Teresa Sheppard**

## Associate of Science in Labor Studies

### Associate of Science in Labor Studies

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.

The associate degree requires an overall 2.0 (C) GPA. Courses in which grades of D or below are received may be counted only as electives. Courses within a major area must be in at least two different disciplines.

### Group | Labor Studies (27 cr.)

- Core Courses | 15 cr.
- Additional Labor Studies | 12 cr.

### Group | Required Areas of Learning (27 cr.)

- Arts and Humanities | 12 cr.
- ENG-W 131 and one additional writing course are required)
- Social and Behavioral Sciences | 9 cr.  
One course in economics required. LSTU-L 230 meets this requirement
- Sciences and Mathematics | 6 cr.  
One computer course is required

### Electives | 6 cr.

## Certificate in Labor Studies

Pictured | **Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

### Certificate in Labor Studies (30 cr.)

The Certificate in Labor Studies requires the completion of 15 credit hours of core courses and 3 credit hours of one additional 300-400 level Labor Studies course.

The certificate requires an overall 2.0 (C) GPA. Courses in which grades of D or below are received may be counted only as electives.

### Group | Labor Studies (18 cr.)

- Core Courses | 15 cr.
- Additional Labor Studies | 3 cr.

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**Group | Required Areas of Learning (12 cr.)**

- Arts and Humanities | 3 cr.
  - Social and Behavioral Sciences | 3 cr.
  - Sciences and Mathematics | 3 cr.
  - Additional from one area above | 3 cr.
- General education courses must be from one of the three required areas of learning
- 

**Certificate in Labor Studies**

Pictured | **Leanne Suarez** | *Spanish / Minor in Labor Studies / Certificate in International Studies* | Georgetown, Kentucky (hometown)

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**Minor in Labor Studies (15 cr.)**

A minor in Labor Studies requires the completion of 15 credit hours in Labor Studies courses consisting of six credit hours from the list of courses designated as core courses and nine additional credit hours to be determined through consultation with the campus faculty.

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Photo credit | **Teresa Sheppard**

## Social Work

### Social Work

Carol Massat, Ph.D. | Director  
Northside Hall 418 | (574) 520-4880 |  
[socialwork.iusb.edu](http://socialwork.iusb.edu)

#### Faculty

- Director | **Massat**
- Professor | **Bennett, Massat, Tamburro**
- Associate Professor | **Gallagher**
- Assistant Professor | **Reza, Zidan**
- Lecturer | **Schricker**
- B.S.W. Program Coordinator | **Tamburro**
- Academic Specialists | **Peterson, Weiss**
- Coordinators of Field Instruction | **Peterson, Weiss**
- Student Services and Recruitment Specialist | **Nate**

#### Undergraduate Degree Offered

- Bachelor of Social Work

#### Graduate Degree Offered

- Master of Social Work

#### Course Descriptions

Social Work SWK

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## Social Work

Pictured | **Philny-Dayenne Llewellyn** | *Social Work* |  
Willemstad, Curaçao (hometown)

#### Mission Statement

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 BSW 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, BSW 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 BSW graduate a Licensed Social Worker (L.S.W.). The BSW degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN) Richmond (IUE) South Bend (IUSB) campuses. Students in the BSW 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 (BSW) 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.

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### Application Process

Enrollment in the BSW program requires formal admission to the IU School of Social Work as per accreditation standards.

The following are the minimum requirements for admission consideration:

- Regular admission to IU South Bend.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK-S 141 Introduction to Social Work.
- A minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the School of Social Work. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in SWK-S 141 Introduction to Social Work.
- Complete and submit the current BSW application.

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## Bachelor of Social Work

Pictured | **Andi Trowbridge** | *Social Work / Minors in Women's and Gender Studies, Political Science* | Tecumseh, Kansas (hometown) | Student Government Association Senator

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### Bachelor of Social Work

This Bachelor of Social Work (B.S.W.) prepares you for entry-level generalist practice. It develops competence to exercise judgment and skill for intervention in practice with individuals, small groups, organizations, and communities. The B.S.W. equips students to work with people who are encountering problems related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU South Bend School of Social Work or other M.S.W. programs nationwide. Advanced standing status reduces the length and cost of the MSW degree.

Social Workers promote social and economic justice and are involved with people of many cultures and ethnic backgrounds. They are prepared to work with people to identify and resolve problems related to their personal or social circumstances. This can take place in a variety of settings, including hospitals, nursing homes, schools, youth centers, mental health or substance abuse facilities, just to name a few. They can work with individuals or groups, often with the cooperation of several social service agencies to accomplish this goal. Social workers are always advocates for children or adults who are victims of abuse. They also work with community leaders and organizations to develop policies that contribute to building and strengthening the social resources of our society.

Undergraduate students who are admitted as degree-seeking students will be required to complete the campuswide General Education program prior to graduation with a baccalaureate degree.

The Bachelor of Social Work (B.S.W.) degree requires 120 credit hours. (Students often graduate with more than 120 credit hours due to transfer credit and the need to take prerequisite courses in math and English.) 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.

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### Application Process

Enrollment in the B.S.W. program requires formal admission to the IU School of Social Work as per accreditation standards.

The following are the minimum requirements for admission consideration:

- Regular admission to IU South Bend.
- Completion of a minimum of 12 credit hours.
- Satisfactory completion (grade of C or higher) of the required course SWK-S 141 Introduction to Social Work.
- A minimum cumulative grade point average (CGPA) of 2.5 on a 4.0 scale.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the School of Social Work. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in SWK-S 141 Introduction to Social Work.
- Complete and submit the current B.S.W. application.

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### Academic Advising

Social Work students are required to meet with their advisor prior to every semester for which they plan to enroll.

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### Degree Requirements >>

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## Bachelor of Social Work

Pictured | **Hailey Phelps** | *Social Work* | Fremont, Indiana (hometown)

**Club affiliation** | Theta Phi Alpha, Gamma Phi Chapter

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### Bachelor of Social Work

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#### Degree Requirements

#### [Degree Map >>](#)

Students receiving the Bachelor of Science in Social Work must complete 120 total credits including:

- IU South Bend Campuswide General Education Curriculum
  - Major Requirements (52 cr.)
  - General/Supportive Liberal Arts Courses (42-45 cr.)
  - Free electives (balance of credits needed to equal 120 cr. requirement)
- 
- Students in the BSW program must successfully complete all freshman, sophomore, and junior social work courses and achieve senior standing before enrolling the senior year coursework.
  - The School of Social Work requirements sometimes overlap with the General Education requirements for IU South Bend.

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#### Major Requirements (52 cr.)

All courses are 3 credits, unless otherwise designated.

- 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 (2 cr.)
- SWK-S 402 Integrative Practicum Seminar II
- SWK-S 423 Organizational Theory and Practice
- SWK-S 433 Community Behavior and Practice within a Generalist Perspective
- SWK-S 442 Integrated Practice-Policy Seminar in Selected Fields of Practice
- SWK-S 472 Practice Evaluation
- SWK-S 481 Social Work Practicum I (4 cr.) (guided field experience 15 hours per week)
- SWK-S 482 Social Work Practicum II (4 cr.) (guided field experience 20 hours per week)

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Photo credit | **Teresa Sheppard**

## Master of Social Work

Pictured | **Natasha Grove** | *Social Work* | Bristol, Indiana (hometown)

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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

### 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).

### Program Requirements >>

## Master of Social Work

Pictured | **Natasha Grove** | *Social Work* | Bristol, Indiana (hometown)

### Master of Social Work

Any elective taken outside of the Master of Social Work degree program must be approved in advance.

### Program Requirements (60 cr.)

All classes are 3 credit hours, unless otherwise designated.

- 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

## Graduate Programs

Pictured | **Briana Becker** | *Graduate English in Creative Writing* | Mishawaka, Indiana (hometown)  
Photo credit | **Noah Becker** (age 5)

### Index

- Graduate Program Contacts
- Graduate Admission | Application Requirements and Procedures | Admission Classifications
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- Addition of Courses
- Credit Transfer
- Grade Point Average
- Independent/Correspondence Study
- Semester Load
- Time Limits for Graduate Study
- Withdrawal

## Graduate Program Requirements and Procedures

Pictured | **Raymond Alavo** | *M.S. in Applied Mathematics and Computer Science* | Masters in Telecommunication, Ecole Supérieur Multinationale des Télécommunications (Sénégal, Dakar) | Sénégal, Dakar (hometown)  
**Volunteer activities** | American Red Cross

### 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.

#### Degree Seeking Applicants

- [Online application](#) for admission, program-specific,
- 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 Unsubsidized Direct 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. Visit the website for more information.

#### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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### 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.

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Photo credit | **Teresa Sheppard**

## Graduate Program Contacts

Pictured | **Yun (Eric) Qin** | *M.S. in Applied Mathematics and Computer Science* | GuiLin, China (hometown)

**Volunteer activities** | Volunteers in many organizations to aid in providing meals and completing tax returns, and assisting Chinese students become accustomed to life in the United States

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### 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 directly the schools and colleges listed below or call the Office of Admissions for assistance at 574-520-4839.

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

- Music | Northside Hall 01 | (574) 520-4458 | [jormuniz@iusb.edu](mailto:jormuniz@iusb.edu)
- Communication Studies | Education and Arts 2001A | (574) 520-4105 | [llamber@iusb.edu](mailto:llamber@iusb.edu)

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#### Judd Leighton School of Business and Economics

- Administration Building 203C | (574) 520-4138 | [bkpathak@iusb.edu](mailto:bkpathak@iusb.edu) | [ajhorter@iusb.edu](mailto:ajhorter@iusb.edu)

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#### School of Education

- Education and Arts 2003 | (574) 520-4845 | [mlharley@iusb.edu](mailto:mlharley@iusb.edu) | [hopsmith@iusb.edu](mailto:hopsmith@iusb.edu)

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#### Vera Z. Dwyer College of Health Sciences

- School of Nursing | Northside Hall 436 | (574) 520-4167 | [cwendelb@iusb.edu](mailto:cwendelb@iusb.edu)

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#### College of Liberal Arts and Sciences

**Wiekamp Hall 3300 | Contact department directly at phone number listed**

- Master of Science in Applied Mathematics and Computer Science | Northside Hall 301B | (574) 520-4335 | [math-compsci.iusb.edu](http://math-compsci.iusb.edu)
- Master of Arts in English | Wiekamp Hall 3127 | (574) 520-4304 | [racweber@iusb.edu](mailto:racweber@iusb.edu)
- Master of Liberal Studies | Wiekamp Hall 2119 | (574) 520-4393 | [calmaque@iusb.edu](mailto:calmaque@iusb.edu)
- Master of Public Affairs | Wiekamp Hall 2188 | (574) 520-4334 | [tandrade@iusb.edu](mailto:tandrade@iusb.edu), [gpopescu@iusb.edu](mailto:gpopescu@iusb.edu)
- Graduate Certificate in Sustainability Studies | Wiekamp Hall 2288 | (574) 520-5509 | [kpiekars@iusb.edu](mailto:kpiekars@iusb.edu), [dmarr@iusb.edu](mailto:dmarr@iusb.edu)

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#### School of Social Work

- Wiekamp Hall | (574) 520-4880 | [socwk@iusb.edu](mailto:socwk@iusb.edu), [cmassat@iupui.edu](mailto:cmassat@iupui.edu)

Photo credit | **Teresa Sheppard**

## Graduate Programs

Pictured | **Tom Daniels** | *M.S. in Applied Mathematics and Computer Science* | B.S. in Biology / Minors in East Asian Language and Chemistry, IU Bloomington, 2014 | Warsaw, Indiana (hometown)

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### Graduate Degrees and Certificates

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

- Communication Studies | MA
- Music | M.M. | Artist Diploma

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#### Judd Leighton School of Business and Economics

- Finance | MBA with a concentration in
- General Business | Graduate Certificate in Business
- Human Resource Management | MBA with a concentration in
- Marketing | M.B.A. with a concentration in

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#### School of Education

##### Teacher Education Program

##### Elementary Education

- MS in Education (Unified Track | Elementary and Secondary with Reading and English Learners Focus) | Transition to Teaching Graduate Certificate Program

##### Secondary Education

- MS in Education (Unified Track | Elementary and Secondary with Reading and English Learners Focus) | Transition to Teaching Graduate Certificate Program

##### Special Education

- MS in Education (Mild Intervention) | MS in Education (Intense Intervention) | Master of Arts in Teaching (MAT) Special Education | Intense Intervention Graduate Certificate Program

##### Professional Educational Services

- MS in Educational Leadership

##### Counseling and Human Services

- MS in Education (Clinical Mental Health Counseling) | MS in Education (School Counseling) | MS in Education (Addiction Counseling) | MS in Education (Marriage, Couple, and Family Counseling) | Alcohol and Drug Counseling Certificate Program | School Counseling Licensure Patch | Mental Health Counseling Licensure Patch | Licensed Clinical Addictions Counselor Patch | State Counseling Licensure Transfer Patch

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#### Vera Z. Dwyer College of Health Sciences

- Nursing | MS
- Social Work | MSW

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#### College of Liberal Arts and Sciences

- Computer Science | MS in Applied Mathematics and Computer Science | Certificate in Technology for Administration
- English | MA
- Liberal Studies | MLS
- Mathematical Sciences | MS in Applied Mathematics and Computer Science

- Political Science | Master of Public Affairs | Certificate in Public Management (GRAD) | Certificate in Health Systems Management (GRAD) | Certificate in Nonprofit Management (GRAD)
- Sustainability Studies | Graduate Certificate in Strategic Sustainability Leadership

Photo credit | Teresa Sheppard

## Bulletins

### Jointly Offered Online Programs

A jointly offered program is one that is offered by more than one IU campus.

Here's how the degree program works: you enroll at one of the participating campuses, and this campus becomes your home campus, or campus of enrollment. You may then register for classes offered by your home campus or by any of other participating campuses. Your home campus will apply the credits you earn toward your degree.

When you have completed all degree requirements, your home campus will award your Indiana University diploma.

#### How does it work?

Students will be assigned to a "home" campus, or campus of enrollment (IU South Bend), but you can take online classes from any of these campuses to increase your options and shorten your time to degree. IU South Bend will apply the credits you earn toward your B.S.

When all degree requirements are successfully completed, IU South Bend will award your Indiana University diploma. The placement office will help you find appropriate employment.

Programs that are offered jointly through IU Online are:

- Bachelor of Applied Science
- Bachelor of Science in Applied Health Sciences
- Bachelor of Science in Informatics
- Bachelor of Science in Medical Imaging Technology

### Course Descriptions

Photo credit | **Peter Ringenberg**

## Bachelor of Applied Science

Pictured | **Paige Oedecker** | *Physics* | Mishawaka, Indiana (hometown)

**Volunteer activities and affiliations** | Tutor, homeschoolers (K-6); Physics Club; Society of Physics Students Honor Society

### About the Bachelor of Applied Science

The Bachelor of Applied Science is a degree completion program. In order to be admitted to the program, you must hold an Associate of Applied Science from a regionally accredited institution. The BAS Program can be completed entirely online.

This is a 120 credit hour program. Students entering the program will transfer in 60–64 credit hours from their AAS degrees.

### Target Student Audience and Articulation of Associate / Baccalaureate Programs

The BAS is a Bachelor's degree completion program for students who have graduated with Associate of Applied Science (AAS) degrees. AAS degrees have traditionally been considered to be non-transferable to B.S. or B.A. degrees, and individuals wishing to attain a baccalaureate degree often lost most of their credits. The BAS degree provides a pathway for these individuals to attain a bachelor's degree in two years (60 credit hours).

### Program Goals and Learning Outcomes

The BAS degree can be oriented toward several specific career fields, such as hospital administration, general supervision or entry-level management, and some human resources functions.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Course Descriptions >>

All courses are 3 credit hours, unless otherwise designated.

Students receiving the Bachelor of Applied Science degree must complete 120 total credit hours including

- **General Education Courses** (30-42 cr.) | Some of the credits will transfer from the student's Associate in Applied Science (A.A.S.)
- **Applied Science Courses** (48-51 cr.) | Transferred from the A.A.S.
- **Core Courses** (18 cr.)
- **Track Courses** (12 cr.)

- **Electives** (0-12 cr.) | Some of the credits will transfer from the A.A.S.; the remainder will be completed at Indiana University

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### B.A.S. Core Courses

All courses are 3 cr. hours; unless otherwise designated.

Students will fulfill all of the requirements for the B.A.S. core and the B.A.S. tracks with courses from Indiana University. Rather than choosing from a specific list of courses, they have the flexibility to choose from a range of courses that meet defined learning outcomes.

#### Core Outcome 1 | Accounting

Select one course from the following:

- BUS-A 200 Foundations of Accounting
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting

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#### Core Outcome 2 | Economics

Select one course from the following:

- BUS-G 300 Introduction to Managerial Economics and Strategy
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- ECON-E 200 Fundamental of Economics and an Overview
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- POLS-Y 359 Economics and Public Management

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#### Core Outcome 3 | Legal, Ethical, Social, and/or International Topics

Select one course from the following:

- BUS-B 399 Business and Society
- BUS-D 300 International Business: Operations of International Enterprises
- BUS-D 301 International Business Environment
- BUS-J 404 Business and Society
- HIST-B 391 Themes in World History
- HIST-G 369 Modern Japan
- HIST-G 385 Modern China
- HIST-G 387 Contemporary China
- HIST-G 410 China, Japan and the United States in the 20th and 21st Century
- PHIL-P 306 Business Ethics
- PHIL-P 393 Biomedical Ethic
- POLS-Y 379 Ethics and Public Policy
- POLS-Y 380 Selected Topics in Democratic Government
- POLS-Y 403 Legal Issues in Public Bureaucracy

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#### Core Outcome 4 | Supervision

Select one course from the following:

- BUS-W 301 Principles of Management
- BUS-Z 300 Organizational Behavior and Leadership
- BUS-Z 301 Organizational Behavior and Leadership
- BUS-Z 302 Managing and Behavior in Organizations
- BUS-Z 440 Personnel: Human Resources Management
- POLS-Y 357 Introduction to Non-Profit Management

- POLS-Y 358 Human Behavior and Public Organizations
- POLS-Y 387 Research Methods in Political Science

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#### Core Outcome 5 | Marketing

Select one course from the following:

- BUS-M 300 Introduction to Marketing
- BUS-M 301 Introduction to Marketing Management

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#### Core Outcome 6 | Communication

Select one course from the following:

- CMCL-C 427 Cross Cultural Communication
- CMCL-C 440 Organizational Communication
- SPCH-C 380 Organizational Communication
- SPCH-S 427 Cross Cultural Communications
- SPCH-S 440 Organizational Communication

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#### B.A.S. Track (12 cr.)

Students must select either the Health Care Management, Sustainability, or the Individualized Track.

##### Health Care Management Track

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

In this track, students take courses that meet the following learning outcomes:

1. Compare and contrast the United States health-care system, including reimbursement, with other systems around the world
2. Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the United States
3. Evaluate access to and cost of United States health care, including reimbursement practices, for different types of care
4. Effectively assess and implement improvements in clinical care, customer care, and human resource planning in a health care setting
5. (Capstone) Integrate knowledge and skills and apply to health management issues or challenges

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

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

- AHLT-B 311 Systems of Health Care Delivery
- AHLT-B 320 Global Health Delivery
- AHLT-H 415 Global Child and Adolescent Health
- BUS-H 320 Systems of Health Care Delivery
- PAHM-H 320 Health Systems Administration
- SPEA-H 320 Health Systems Administration
- SPEA-V 450 Contemporary Issues in Public Affairs VT: Medical Ethics

Learning Outcome 2 | Demonstrate an understanding of the ethical, legal, financial, and political factors that influence the provision of health services in the United States

- AHLT-W 314 Ethics for Health Professionals
- BUS-H 352 Health Care Financial Management
- BUS-H 402 Hospital Organization and Management
- BUS-H 411 Management: Long-Term Care Facilities
- HSC-W 314 Ethics for Health Professionals
- PAHM-H 441 Legal Aspects of Health Care Administration
- PAHM-H 474 Health Administration Ethics Seminar
- SPEA-H 441 Legal Aspects of Health Care Administration
- SPEA-H 452 Public Health Education Methods

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

- AHLT-H 355 Economics of Health Care
- BUS-H 354 Economics of Health Care
- HPER-H 315 Consumer Health
- PAHM-H 352 Healthcare Finance I
- PAHM-H 354 Health Economics

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

- AHLT-B 352 Performance Improvement in Health Management
- AHLT-B 371 Human Resources in Management of Health Care
- AHLT-M 366 Leadership for Health Professionals
- PAHM-H 401 Strategic Planning in Health Organizations
- SPEA-H 322 Principles of Epidemiology
- SPEA-H 371 Human Resource Management in Health Care
- SPEA-H 402 Hospital Administration

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

- AHLT-B 499 Health Management Capstone
- SPEA-H 474 Health Administration Ethics Seminar

### Sustainability Track

In this track, students take courses that meet the following learning outcomes:

- Students will describe how environment, society, and economy are interrelated with respect to each other
- Students will articulate how their educational experience applies to work and career choices
- Students will apply principles of sustainability to innovatively solve problems and implement sustainable practices

Students must take three courses from Category 1, with at least one course from “A. Sciences” and one from “B. Social Sciences, Humanities, and Other” designations, plus one course from Category 2 for a total of four courses (12 credits).

## Category 1: Sustainability Courses

### A. Sciences

- AHLT-H 331 Environmental Health
- BIOL-B 355 Plant Diversity (P: 1 introductory-level biology course)
- BIOL-N 390 The Natural World  
VT: Environmental Biology
- CHEM-C 300 Energy and Green Chemistry
- CHEM-C 303 Environmental Chemistry
- CHEM-C 390 Special Topics  
VT: Environmental Science
- GEOG-G 315 Environmental Conservation
- GEOG-G 338 Geographic Information Systems
- GEOL-G 300 Environmental and Urban Geology
- GEOL-G 400 Energy: Sources and Needs
- GEOL-G 476 Climate Change Science
- GEOL-N 390 The Natural World  
VT: Natural Hazards and Disasters
- GEOL-T 326 Geology of Mineral Resources
- PLSC-B 364 Summer Flowering Plants
- SUST-S 360 Topics in Sustainability Studies: Geographic Information Systems (GIS)
- SUST-S 400 Energy: Sources and Needs

### B. Social Sciences, Humanities, and Other

- AHLT-N 378 Global Nutrition
- BUS-B 399 Business and Society
- FINA-A 399 Art, Aesthetics, and Creativity  
VT: The Modern City
- GEOG-G 306 Geographic Information Sciences  
VT: Geography of Current Issues on the African Continent
- GEOG-G 338 Geographic Information Systems
- PHIL-P 306 Business Ethics
- PHIL-P 383 Topics in Philosophy  
VT: Philosophical Topics in Evolution
- PHIL-T 390 Literary and Intellectual Traditions  
VT: Environmental Philosophy
- POLS-Y 308 Urban Politics
- POLS-Y 313 Environmental Policy
- POLS-Y 346 Politics of the Developing World
- POLS-Y 377 Globalization
- SOC-B 399 Human Behavior and Social Institutions  
VT: Sustainable Communities
- SOC-S 305 Population
- SOC-S 308 Global Society
- SOC-S 360 Special Topics in Social Policy
- SOC-S 385 Human Trafficking, Human Rights, and Sustainability
- SOC-S 419 Social Movement and Collective Action
- SUST-B 399 Human Behavior and Social Institutions  
VT: Just Food: Sustainable Food Systems
- SUST-S 360 Topics in Sustainability Studies  
VT: The Art of Sustainability
- SUST-S 361 Sustainability Abroad
- SUST-S 411 Sustainability, Innovation, and Entrepreneurship
- SUST-S 460 Leadership and Engagement
- WGS-T 390 Literary and Intellectual Traditions  
VT: Women and Sustainability

### Category 2: Capstone Experience

- GEOL-G 420 Regional Geography Field Trip

- GEOL-G 421 United States Geology: Field Experience
- SPEA-E 400/V 450 Environmental Planning for a Green Economy
- SPEA-E 400/V 450 Sustainability Management and Policy
- SPEA-E 400/V 450 Environmental Crimes
- SUST-S 490 Sustainability Practicum
- SUST-S 491 Internship in Sustainability
- SUST-S 495 Directed Readings in Sustainability
- SUST-S 496 Research in Sustainability

### Individualized Track

The **Individualized Track** is a highly flexible track designed to meet the needs of many different AAS degree holders. For example, a student with an AAS in Criminal Justice who wants to advance his or her career in criminal justice might design a track to include upper-division courses in Criminal Justice, Public Affairs, or (if he or she works with youth offenders and their families) Sociology and Psychology. A student with an AAS in Design Technology who wishes to change careers might select courses in web development and graphic design. A student with an AAS in Advanced Manufacturing who has a goal of becoming a supervisor or manager might choose courses emphasizing human resource development, communication, and other management skills.

The student, in close consultation with an advisor, selects 12 hours of 300- and 400-level courses to complete this track. Courses are selected based on the student's interests, background, and needs.

A capstone course is required (COAS-S 400 Bachelor of Applied Science Individualized Capstone)

The learning outcomes for this track are as follows:

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

### Electives (0-12 cr.)

Courses counted toward the concentration must be taken for a letter grade. Students must maintain an overall GPA of 2.0 or higher. As per IU campus policy, at least 30 hours must be at the 300-level or higher.

Contact the Assistant Director of Online Bachelor of Applied Science Program (574) 520-4346, or email [kamforsy@iusb.edu](mailto:kamforsy@iusb.edu), for more information.

Photo credit | **Teresa Sheppard**

## BS in Informatics, Online

Pictured | **TaCarra Richmond** | *Informatics / Minor in Psychology* | South Bend, Indiana (hometown)

### About the Bachelor of Science in Informatics

Informatics is understanding the impact of technology and information on people; the development of new uses for

technology; and the application of information technology in the context of another field.

Students in this degree program complete a core curriculum that builds an overall understanding of computers, computing environments, software development, and cognates (such as Bio Informatics, Business, Cognitive Science, Computer Science, Criminal Justice, English, Health Informatics, Life Sciences, Mathematics, New Media, Physics, Psychology, Social Informatics, and Web Development). The degree prepares students to enter challenging computing careers in the workplace or to embark on postgraduate programs in Informatics.

This degree program is targeted to undergraduate students, including working adults, who wish to complete a high quality degree in Informatics.

### Academic Advising

Students should contact the Informatics program office ([info@cs.iusb.edu](mailto:info@cs.iusb.edu) or (574) 520-5521) before their first semester to schedule a meeting with an Informatics advisor to develop a plan for their academic course of study.

Students with substantial prior computer programming experience could take the course placement exams to assess their computer programming skills.

Advising holds are placed on all Informatics students by the College of Liberal Arts and Sciences prior to advance registration and are reset following advising appointments. To determine who your assigned advisor is and how to contact them, see [One.IU](#).

### Degree Requirements (120 cr.)

#### Course Descriptions >>

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

- IU South Bend Campuswide General Education Curriculum (30-42 cr.)
- Core Requirements (46 cr.)
- Informatics Track (18 cr.) | See advisor for further information
- Free Electives (balance of credits needed to equal 120 credit requirement)

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

### Major Requirements (39 cr.)

All courses are 3 credit hours, unless otherwise designated.

- INFO-C 100 Informatics Foundations
- INFO-C 112 Tools for Informatics: Programming and Databases
- INFO-C 201 Mathematical Foundations of Informatics
- INFO-C 203 Social Informatics
- INFO-C 210 Problem Solving and Programming I
- INFO-C 211 Programming 2
- INFO-C 300 Human Computer Interaction
- INFO-C 307 Data Rep Organization

- INFO-C 399 Database Systems
- INFO-C 413 Web Design and Development
- INFO-C 450 System Design
- INFO-C 451 System Implementation
- INFO-C 452 Project Management

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### Informatics Track (18 cr.)

See advisor for further information

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### Informatics Electives (9 cr.)

#### Free Electives

Balance of credits needed to equal 120 cr.

Photo credit | **Teresa Sheppard**

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## BS in Medical Imaging Technology

Pictured | **Kimberley Barber** | *Radiography* | South Bend, Indiana (hometown)

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### About the Bachelor of Science in Medical Imaging Technology (Online)

The BS in Medical Imaging Technology is jointly offered by IUPUI, IU Kokomo, IU Northwest, and IU South Bend.

Here's how the degree program works: you enroll at one of the participating campuses, and this campus becomes your home campus. You may then register for classes offered by your home campus or by any of other participating campuses. Your home campus will apply the credits you earn toward your BS in Medical Imaging Technology.

When you have completed all degree requirements, you receive a high-quality IU degree at your home campus.

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### Target Student Audience and Articulation of Associate/Baccalaureate Programs

The B.S. will serve students who hold Certification in Radiography (ARRT), Nuclear Medicine (ARRT or NMTCB), Sonography (ARRT or ARDMS) or Radiation Therapy (ARRT). The degree will provide these students with an option to expand their knowledge in the non-clinical aspects of medical imaging while earning a Bachelor's degree. Graduates will improve their long-term career prospects.

The B.S.M.I.T. is a 2 + 2 degree, articulating with A.A.S. degrees granted by Ivy Tech and other two-year institutions. Students may apply up to 60 credits from their Ivy Tech A.A.S. degrees to the B.S.M.I.T. degree. Students in the program will be required to complete approximately 60 Indiana University credits: including approximately 30 credit hours of general education, 18 hours in the B.S.M.I.T. Core, and 12 hours in a specialty track (Health Management, Radiologic Sciences Education, or Informatics/Health Information Administration).

Students will be able to apply as many as 77 credit hours earned in an Indiana University A.S. in Radiography towards the IU online B.S.M.I.T.

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### Collaboration with Similar or Related Programs on Other Campuses

This is a joint degree to be offered by the four IU campuses with established on-campus medical imaging

technology programs. A faculty team, with representation from each campus, developed the shared curricular framework for this degree. The joint degree format permits the campuses to share faculty resources and thereby provide educational opportunities to students in their regions that those students might not otherwise have. Students may take B.S.M.I.T. courses from any of the four campuses and have those courses apply to their degree requirements at their home campus.

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### Program Goals and Learning Outcomes

Students will gain knowledge and skills in the following core areas:

#### Medical Imaging Technology Principles & Procedures

- Explain the basic imaging principles for a variety of imaging modalities
- Compare and contrast the various modalities in terms of radiation sources, uses, and safety
- Discuss the history of the medical imaging profession
- Analyze new uses and new procedures in medical imaging

#### Anatomy

- identify anatomical structures of the head, thorax, abdomen and extremities
- describe relationships of structures to one another
- discuss the difference appearance of anatomy from one modality to another

#### Pathology

- Explain the different disease states that are seen or treated within the field of radiology
- Determine which radiologic procedures are used in the diagnosis and treatment of various disease states
- Analyze how physicians use patient data and images for use in patient case management

#### Research in Medical Imaging Technology

- Demonstrate computer skills needed to perform a literature search
- Formulate a research question
- Research a selected topic
- Use a variety of multi-media tools to produce images for presentations and posters
- Disseminate scientific information in a professional quality poster and research paper
- Investigate the basic tenets of human subjects research
- Explain patient's right to privacy regarding their medical data

#### Credit Hours Required/Time To Completion

This is a 120 credit hour program. Students entering the program will transfer in 60 credit hours from their A.A./A.S. degrees according to specifications above. Therefore, full-time students are expected to complete the degree in two academic years (four semesters). Many of the courses for the online degree already exist, but some campuses will need to add online versions of courses they formerly offered only on campus. Students who identify or have taken courses that they believe are equivalent may petition to have those courses count toward the degree. This is an advantage of this degree program since

it is achievement of student learning outcomes that is paramount.

### Academic Advising

College policy on advising requires that students meet with their academic advisors at least once each year, and in some departments, prior to each semester's enrollment. Advising holds are placed on all Vera Z. Dwyer College of Health Science medical imaging students prior to advance registration and are released following advising appointments. Students with a declared major are advised in their academic units. To determine who your advisor is and how to contact them, see [One.IU](#).

### General Education Curriculum

Courses from accredited schools can be transferred and applied to the BSMIT. 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 and 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 BSMIT Clinical Program application requirements.

Students who received an associate degree from an accredited program will be considered transfer 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](#).

### Degree Requirements >>

Photo credit | **Teresa Sheppard**

## Medical Imaging Technology Information

Pictured | **Kayla Butera** | *Radiography* | Tavares, Florida (hometown)

### Bachelor of Science in Medical Imaging Technology

#### Degree Requirements (120 cr.)

#### Course Descriptions >>

Students receiving the Bachelor of Science in Medical Imaging Technology must be a graduate of an accredited degree program and complete the following for a total of 120 credit hours (ultrasound students have an additional 8 credit hours):

- IU South Bend Dwyer College of Health Sciences Campuswide General Education Curriculum (9 cr.)
- Computer Literacy (3 cr.)
- Diversity in United States Society (3 cr.)
- Common Core | select from approved 390 or 399 course list (3 cr.)
- Associate of Science Completion (81 cr.)
- Clinical Professional Course Requirements (30 cr.)

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

To start the Bachelor of Science in Medical Imaging Technology (BSMIT), students must have certification in radiography (ARRT), nuclear medicine (ARRT or NMTCB), sonography (ARRT or ARDMS), or radiation therapy (ARRT). To graduate with the BSMIT, a total of 120 credit hours must be completed.

Students will gain knowledge and skills in the following core areas:

### Medical Imaging Technology Principles and Procedures

- Explain the basic imaging principles for a variety of imaging modalities
- Compare and contrast the various modalities in terms of radiation sources, uses, and safety
- Discuss the history of the medical imaging profession
- Analyze new uses and new procedures in medical imaging

### Medical Imaging Technology Principles (3 cr.)

Select one of the following:

- AHLT-R 405 Advanced Diagnostic Imaging I (IUSB)
- RADI-R 451 Medical Imaging Theory I (IUPUI)
- RADS-R 405 Advanced Diagnostic Imaging I (IUN)

### Medical Imaging Technology Procedures (3 cr.)

Select one of the following:

- AHLT-R 406 Advanced Diagnostic Imaging II (IUSB)
- RADI-R 453 Medical Imaging Theory II (IUPUI)
- RADS-R 406 Advanced Diagnostic Imaging II (IUN)

### Anatomy

- Identify anatomical structures of the head, thorax, abdomen, and extremities
- Describe relationships of structures to one another
- Discuss the different appearance of anatomy from one modality to another

### Required Courses (3 cr.)

Select one of the following:

- AHLT-R 404 Sectional Imaging Anatomy (IUSB)
- RADI-R 404 Multiplanar Anatomy for Medical Imaging Technology (IUPUI)
- RADS-R 404 Sectional Imaging Anatomy (IUN)

### Pathology

- Explain the different disease states that are seen or treated within the field of radiology
- Determine which radiologic procedures are used in the diagnosis and treatment of various disease states
- Analyze how physicians use patient data and images for use in patient case management

### Required Courses (3 cr.)

Select one of the following:

- AHLT-R 414 Sectional Imaging Pathology (IUSB)
- RADJ-R 452 Multiplanar Imaging Pathology (IUPUI)
- RADS-R 414 Sectional Imaging Pathology (IUN)

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### **Research in Medical Imaging Technology**

- Demonstrate computer skills needed to perform a literature search
- Formulate a research question
- Research a selected topic
- Use a variety of multi-media tools to produce images for presentations and posters
- Disseminate scientific information in a professional quality poster and research paper
- Investigate the basic tenets of human subjects research
- Explain patient's right to privacy regarding their medical data

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

**Select one option:**

#### **Archival and Human Subject Research**

- RADJ-R 456 Medical Imaging Technology Projects I (IUPUI)
- RADJ-R 457 Medical Imaging Technology Projects II (IUPUI)

#### **Advanced Study and Applied Research in Medical Imaging**

**Select one of the following:**

- AHLT-R 407 Seminar in Medical Imaging (IUSB)
- AHLT-R 408 Topics in Radiologic Sciences (IUK)
- RADS-R 408 Topics in Medical Imaging (IUN)

**Select one of the following:**

- AHLT-R 409 Project in Medical Imaging (IUSB)
- AHLT-R 409 Senior Project in Medical Imaging Technology (IUK)
- RADS-R 409 Senior Project in Medical Imaging Technology (IUN)

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### **Medical Imaging Technology Nonclinical Concentration (12 cr.)**

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# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



COURSE  
DESCRIPTIONS

## Course Descriptions

Pictured |

### IU South Bend Course Descriptions

- AFAM | African American Studies
- AHLT | Radiography/Medical Imaging Technology
- AHST | Art History
- ANTH | Anthropology
- ARTS | Arts Management
- AST | Astronomy
- BIOL | Biology
- BUS | Business
- BUSB | Business: Graduate
- CHEM | Chemistry
- CJUS | Criminal Justice
- CLS | Clinical Laboratory Science
- 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 | Fine Arts
- FREN | French
- GNST | General Studies
- GEOG | Geography
- GEOL | Geology
- GER | German
- HSC | Health Sciences
- 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
- 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

Pictured | **Gail Dukes** | *General Studies / Minors in African American Studies, Sociology, and Women's and Gender Studies* | South Bend, Indiana (hometown)

#### 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 blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

### Art History :: AHST

Pictured | **Susan Ward** | *BFA, Sculpture / Minors in Art History, Printmaking, and Photography* | South Bend, Indiana (hometown)

Artwork credit | **Susan Ward**, *Get Your Kicks on Route 66* (2016)

#### Art History | AHST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

#### AHST-A 101 Ancient and Medieval Art (3 cr.)

**Previously FINA-A 101.** A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages. I, II.

#### AHST-A 102 Renaissance Through Modern Art (3 cr.)

**Previously FINA-A 102.** A survey of major artists, styles, and movements in European and American art and architecture from the 15th century to the present. I, II.

**AHST-A 300 Topics in Art History (1-3 cr.) Previously FINA-A 300.** Specialized topics in the study of Art History. I, II.

#### AHST-A 303 Art Since 1945 (3 cr.) Previously FINA-A 303.

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. I, II.

#### AHST-A 306 Women in the Visual Arts (3 cr.)

**Previously FINA-A 306.** 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 milieus. I, II.

#### AHST-A 307 Introduction to Non-Western Art (3 cr.)

**Previously FINA-A 307.** 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. I, II

**AHST-A 308 Modern Art 1900-1945 (3 cr.) Previously FINA-A 308.** 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 milieus will be studied. The response of artists to, and the effect of art on, western societies will be analyzed. I, II

**AHST-A 309 Survey of the History of Architecture and Urbanism (3 cr.) Previously FINA-A 309.** 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. I, II

**AHST-A 320 Art of the Medieval World (3 cr.) Previously FINA-A 320.** A comprehensive study of the art and art theory of the Medieval period. I, II.

**AHST-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.

**AHST-A 332 Sixteenth and Seventeenth Century Art in Southern Europe (3-5 cr.) Previously FINA-A 332.** Beginnings of Baroque style and the pictorial traditions which spread from Italy to Spain and France. I, II

**AHST-A 333 From Van Eyck to Vermeer (3 cr.) Previously FINA-A 333.** Survey of major artists and themes in Netherlandish painting from the 15th to the 17th century. I, II

**AHST-A 341 Nineteenth Century European Art (3 cr.)** P: Previously FINA-A 341. 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.

**AHST-A 343 American Art (3 cr.)** P: Previously FINA-A 343. 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.. I, II

**AHST-A 390 Museum Studies I: Methods, History, Issues (3 cr.) Previously FINA-A 390.** 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. I, II

**AHST-A 400 Senior Seminar (4 cr.) Previously FINA-A 400.** Intensive examination of selected topics in art

history. Open only to art history majors or with consent of instructor. I, II

**AHST-A 407 Topics in the History of Architecture and Urbanism (3 cr.) Previously FINA-A 407.** 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. I, II

**AHST-A 408 Art History Internship (1-4 cr.) Previously FINA-A 408.** 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. I, II

**AHST-A 420 Upper Level Seminar in Art History (3 cr.) Previously FINA-A 420.** 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. I, II.

**AHST-A 470 Problems in Art History (1-8 cr.) Previously FINA-A 470.** Independent research in art history. Open only to juniors and seniors by consent of instructor. I, II

**AHST-A 477 History of Photography (3 cr.) Previously FINA-A 477.** The course surveys the developments of photography from 1839 to the present in Europe and the United States. I, II

**AHST-A 490 Topics in Art History (3 cr.) Previously FINA-A 490.** Topic varies with the instructor and year and will be listed in the Schedule of Classes. I, II.

**AHST-T 390 Literary and Intellectual Traditions (3 cr.) Formerly FNA-T 390.** 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. I, II

## Allied Health | AHLT

Pictured | **Maggie Banta** | *Radiography / Minor in Healthcare Management* | Elkhart, Indiana (hometown)

### Radiography/Medical Imaging Technology | 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 student admitted into the radiography clinical/professional program.

**AHLT-N 301 The Impact of Nutrition on the Prevention of Disease (3 cr.)** The goal of this class is to provoke lifestyle changes by challenging the current nutritional status quo, increasing the awareness of the negative effects that consuming processed foods can have on the physical body, as well as the positive effects of consuming

nutrient dense foods can have on the prevention of degenerative diseases.

**AHLT-R 100 Orientation to Radiologic 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.

**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.

**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.

**AHLT-R 103 Introduction to Clinical Radiography (2 cr.)**

This course is designed to provide the incoming student radiographer with a basic orientation to imaging profession through video instruction, class discussion and brief exposure to the clinical setting. This course will also provide the student with instruction in radiation safety, surgical radiography, handling blood borne pathogens, hazardous materials management and TB prevention.

This course will also examine the impact of cultural diversity on the imaging profession and the medical profession as a whole.

**AHLT-R 155 Clinical Re-Entry 1 (1-3 cr.)**

This course is designed for student radiographers who are out of sequence or require refamiliarization of procedures, principles and patient care areas in the Radiography Program so the student can safely return to clinical practice. The student will attend clinical and/or didactic hours tailored to their individual needs.

**AHLT-R 181 Clinical Experience in 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.

**AHLT-R 182 Clinical Experience-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 radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

**AHLT-R 185 Medical Terminology (2 cr.)** This course covers medical terminology, symbols, and abbreviations and the application of this new language in the field of health care. While terms are covered as they relate to body structure and function, the main focus is on medical vocabulary and being able to construct terms using word parts such as roots, suffixes, and prefixes.

**AHLT-R 200 Pathology (2 cr.)** P: AHLT-R 202, AHLT-R 205, AHLT-R 282.

A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

**AHLT-R 201 Radiographic Procedures II (3-4 cr.)**

P: HLT-R 208, AHLT-R 250, AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.

**AHLT-R 202 Principles of Radiography 2 (3 cr.)**

P: AHLT-R 200, AHLT-R 205, AHLT-R 282. Continuation of R102 with emphasis on the properties that affect the quality of the radiographic image.

**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.

**AHLT-R 207 Seminar (1-5 cr.)** Current topics in radiography.

**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 R202 with emphasis on the application of radiography principles of imaging equipment.

**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.

**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.

**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 radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

**AHLT-R 282 Clinical Experience IV (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 radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

**AHLT-R 283 Clinical Experience V (1-6 cr.)**

P: AHLT-R 207, AHLT-R 222, AHLT-R 260. Clinical application of radiography positioning, exposure techniques, and departmental procedures in all phases of radiologic technology, under the direct supervision of a registered technologist until mastery of clinical objectives is reached. 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. 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.

**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.

**AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)** Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented.

**AHLT-R 407 Seminar (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. 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. 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 414 Sectional Imaging Pathology (3 cr.)** An in-depth study of general pathology concepts and diseases that affect specific body systems. An emphasis is placed on the appearance of the disease process on sectional images.

**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.

**AHLT-R 482 Clinical Practicum: Computed Tomography (CT) (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 objectively alter protocols based upon patient pathology or physical condition, and to

identify image quality and make appropriate corrections. 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. 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 US images, to objectively alter protocols based upon patient pathology or physical conditions, to identify image quality problems and make appropriate corrections. May be repeated for up to 12 credits.

## Anthropology | ANTH

Pictured | **Anthony Bush** | *Anthropology / Minor in Sustainability* | Mishawaka, Indiana (hometown)

### 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 370 Research Methods in Anthropology (3 cr.)** This course is designed to introduce you to the ways that

anthropologists gather, present, and evaluate evidence about cultures. You will gain a working knowledge of common anthropological methods including ethnography, archival research, surveys, and observation. Throughout the course, primary emphasis will be placed on developing your ability to effectively critique and engage with the empirical research that others have done—skills that should serve you well across a variety of real-world settings. This objective will be accomplished through a combination of interactive examples and readings from diverse strands of contemporary social science research.

**ANTH-A 385 Topics in Anthropology (3 cr.)** A conceptual examination of selected topics in the field of anthropology. Students may receive credit for only 3 credit hours of ANTH-A 385.

**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. 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 receive greater emphasis at this level. Meets general education common core II-D requirements.

**ANTH-A 460 Topics in Anthropology (1-3 cr.)** Survey of selected topics in the field of anthropology. May be taken with different topics for max of 9 cr.

**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 taken twice.

**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 at a governmental office, zoo or archaeological site. May be taken for max of 8 cr.

**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 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.

**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 ethnographic and comparative study of contemporary and historical human society and culture.

**ANTH-E 300 Culture Areas and Ethnic Groups (1-3 cr.)** An ethnographic survey of a selected culture area or ethnic group. May be taken with different topics for max of 8 cr.

**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.)** Ethnographic survey of culture areas south of the Sahara.

**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 including the Olmec, Mayan and Aztec. Emphasis on the social life, cultural achievements, religion, worldview and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

**ANTH-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 Peoples 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.)** This course considers the meaning and social implications of gender in human society. Cultural definitions of "male" and "female" gender categories as well as associated behavioral and structural differentiation of gender roles will be analyzed using current anthropological concepts and theories.

**ANTH-E 420 Economic Anthropology (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. I, II. May be taken twice with a different topic.

**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.)** An exploration of the archaeology of North America by addressing current issues and debates, including the peopling of the New World, hunter-gatherer research, origins of agriculture, socio-political complexity and inequality, trade and exchange, post-colonial culture contact, and archaeological ethics. Archaeological evidence from several regions and culture areas is emphasized.

**ANTH-P 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.

**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, faunal and floral remains. Emphasis is on processing, sorting, identifying, and analyzing material recovered from the previous Field School in Archaeology (P405).

## Astronomy | AST

### Astronomy | AST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**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.

**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.

## Biological Sciences | BIOL

Pictured | **Heidi Porod** | *Biological Sciences* | Mishawaka, Indiana (hometown)

### 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 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 (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.)** Lecture and Laboratory. P: ALEKS Assessment score greater than 50, or completion of MATH-M 107, or IUSB Math Placement Level 4; English placement score of Level 3 or higher. 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. I, II

**BIOL-L 102 Introduction to Biological Sciences (5 cr.)** P: ALEKS Assessment score greater than 50; or

completion of MATH-M 107; or IUSB Math Placement Level 4; English placement score of Level 3 or higher..

**Recommended: BIOL-L 101; one year high school chemistry or one semester college chemistry.**

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. I, II

**BIOL-L 211 Molecular Biology (3 cr.)** P: BIOL-L 102, CHEM-C 106. Structure and function of DNA and RNA.

DNA replication, mechanisms of mutation, repair, recombination, and transposition. Mechanisms and regulation of gene expression. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. I

**BIOL-L 220 Biostatistics (3 cr.)** P: ALEKS Math Assessment score greater than 60, or completion of MATH-M 125; 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. I

**BIOL-L 280 Introduction to Bioinformatics (3 cr.)**

P: BIOL-L 211. 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 course for majors and non-majors involving study of the principles, concepts, and techniques of marine and estuarine biology. II (even)

**BIOL-L 308 Organismal Physiology (5 cr.)** P: BIOL-L 211, CHEM-C 106. Structural and functional aspects of regulatory processes in plants and animals; detection of the environment, integrative functions, reproduction. I

**BIOL-L 311 Genetics (3 cr.)** P: BIOL-L 211, CHEM-C 106. Analysis of the mechanisms of inheritance, including developmental processes that lead to the construction of whole organisms and to the transmission to their offspring of specific genetic traits. Includes the principles of genetics and the analysis of mutations affecting development.

**BIOL-L 312 Cell Biology (3 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. II

**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 cr.)** P: BIOL-L 211. R: BIOL-L 311, 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 (even years)

**BIOL-L 318 Evolution (3 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, the interplay of heredity and environment in shaping adaptations, molecular, behavioral and social evolution, patterns of speciation, extinction, and their consequences, methods for inferring evolutionary relationship among organisms. II (even years)

**BIOL-L 321 Principles of Immunology (3 cr.)** P: BIOL-L 211. R: 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. Manipulations and analysis of genes and genomes. Gene cloning and library screening. Gene amplification and disease diagnosis. Gene mapping and Southern blot analysis of complex genome structure. 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 ten 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. 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. S.

**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.)** 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. May be repeated for up to 6 credits of upper-level biology credit.

**BIOL-L 509 Field Exercises for Biology Education (1-5 cr.)** P: Graduate student status. C: BIOL-L 434. 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. S.

**BIOL-M 430 Virology Lecture (3 cr.)** P: BIOL-L 211. R: 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. 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. 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. C: BIOL-Z 373 Examines the structure and 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 zoological study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals (protozoa-primates) in their natural environment. II (odd)

## Undergraduate Business | BUS

Pictured | **Nicholas Bailey** | *Health Services Management* | Bremen, Indiana (hometown)

### Business | BUS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**BUS-L 203 Commercial Law I (3 cr.)** P: Sophomore standing. For accounting majors and others who want an understanding of tort and antitrust law and the law of agency, partnership and corporations.

**BUS-A 200 Foundations of Accounting (3-5 cr.)** Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration.

**BUS-A 201 Introduction to Financial Accounting (3 cr.)** P: Sophomore standing. 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 will integrate text material with computer generated case 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 A311. 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

**BUS-A 337 Accounting Information Systems (3 cr.)** P: BUS-A 325, BUS-K 321. The course's primary objective is to build upon, extend, and facilitate the integration of business and technical knowledge to help students succeed as managers in a technology-intensive, corporate

environment. Through the use of readings, lectures, cases, and exercises the course enables students to understand and manage information technology in order to achieve competitive advantage through improved decision making, business processes, operations, and organizational controls. 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. Coverage of conceptual framework and generally accepted accounting principles.

**BUS-A 490 Independent Study in Accounting (1-3 cr.)** P: BUS-Z 302 and consent of instructor. Supervised individual study and research in students special field of interest. Written report required.

May be repeated with a different topic for credit.

**BUS-B 190 Principles of Business Administration (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. I, II, S

**BUS-B 399 Business and Society (3 cr.)** P: 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. I, II, S

**BUS-D 300 International Business: Operations of International Enterprises (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, S

**BUS-D 301 International Business Environment (3 cr.)** The objective of this course is to familiarize students with the environment in which international companies operate. Thus, participants should acquire awareness of, and an appreciation for, the diversity and complexity of the international environment. More specifically, the successful completion of this course should enable them to understand and analyze environmental problems

which challenge management. Additional objectives of the course include: to explain how the international business environment affects us as citizens, consumers, and workers; to describe trade, investment, and financial links among countries; and to help interpret contemporary events from the perspective of international business. While the emphasis of the course is on analysis, students will acquaint themselves with the special terms, concepts, and institutions encountered in international business.

**BUS-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. I, II

**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 (3 cr.)** P: BUS-A 201. 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. Application of financial theory and techniques of analysis in the search for optimal solutions to financial management problems. 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. I

**BUS-F 420 Equity and Fixed Income Investment (3 cr.)** P: BUS-F 301. A detailed examination of the management and valuation of equity and fixed income securities. The analysis of individual securities, the grouping 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. I, II

**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 will utilize the computer in solving a variety of financial problems. II

**BUS-F 446 Bank and Financial Intermediation (3 cr.)** P: BUS-F 301. This course covers the broad area of financial intermediation. The main topics studies are (i) the economic role of financial intermediaries--with an emphasis on commercial banks; (ii) the management of financial intermediaries; (iii) the regulation of commercial banks and other financial institutions. II

**BUS-F 490 Independent Study in Finance (3 cr.)** P: Consent of instructor. Supervised individual study and research in student's special field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Consent of instructor and written report required.

**BUS-F 494 International Finance (3 cr.)** P: BUS-F 301 or consent of instructor. Covers the international dimension of both investments and corporate finance. Develops strategies for investing internationally, estimating a corporation's exposure to real exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, and hedging risk. Also covers international capital budgeting, multinational transfer pricing, and international cash management. I

**BUS-G 300 Introduction to Managerial Economics and Strategy (3 cr.)** Microeconomic analysis and its applications to business decision making. Includes topics of demand and consumer behavior, production and costs, theory of firms, and public policy toward business. Focuses on the applied aspects of microeconomics.

**BUS-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. I

**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.

**BUS-H 402 Hospital Organization and Management (3 cr.)** 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-B 399, 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-J 404 Business and Society (3 cr.)** Major ethical theories are examined in order to provide a basis for analyzing ethical behavior in the business environment. Such issues are economic competition, discriminatory practices, manipulation of power, environmental conservation, and organizational cultures are investigated.

**BUS-K 201 The Computer in Business (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 (word-processing, spreadsheet, SBMS, and business graphics). 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-K 353 Business Analytics and Modeling (3 cr.)** P: BUS-K 201 and ECON-E 270. High quality information is the key to successful management of businesses. Despite large quantity of data that is collected by

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

**BUS-L 201 Legal Environment of Business (3 cr.)** P: Sophomore standing. Emphasis on 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. I, II, S

**BUS-L 303 Commercial Law 2 (3 cr.)** P: BUS-L 201 or BUS-L 203. Emphasis on Uniform Commercial Code (sales, negotiable instruments and secured transactions), business organizations and relationships; bankruptcy; law of ownership. I

**BUS-M 255 Topics in Marketing (1-3 cr.)** Variable topic, variable credit course in Marketing.

**BUS-M 300 Introduction to Marketing (3 cr.)** Examination of the market economy and marketing institutions in the U.S. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view.

**BUS-M 301 Introduction to Marketing Management (3 cr.)** P: ECON-E 103. Overview of marketing. Marketing planning and decision-making examined from the firm's and consumer's viewpoints; marketing concept and its company-wide implications; integration of marketing with other functions of the firm; international aspects. I, II, S

**BUS-M 303 Marketing Research (3 cr.)** P: BUS-M 301, ECON-E 270, 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, observational research techniques, experimental design, sampling procedures, data collection and analysis, and communicating research findings. 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. This course provides a detailed understanding of how marketers create value for customers, what motivates shoppers to buy, how consumers process information and make decisions, persuasion techniques, cross-cultural influences on

consumer behavior, and the impact of sustainable business practices on consumer choice. I, II

**BUS-M 415 Advertising and Integrated Marketing Communications (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

**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. The course objective is to critically analyze the key marketing processes and strategic decisions made by major retail companies within the U.S. retailing industry. The course examines business challenges and opportunities related to driving and sustaining retailer's shareholder value. Topics include financial requirements for publicly held retail firms, sustaining store-as-brand identity, developing and refining merchandising plans, pricing tactics, in-store execution, and customer's experience management. II

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

**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. I, 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 (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 integrative 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: 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. Written report required.

**BUS-S 307 Data Management (3 cr.)** P: BUS-K 321, CSCI-A 201. The course is designed to improve the understanding of - and develop skills in - the design and implementation of business databases using database management systems (DBMS). Emphasis is on the practical aspects of database design and development. Topics include conceptual design of database systems using the entity-relationship (ER) model, logical design and normalization, physical design, and the relational database model with SQL as a language for creating and manipulating database objects. There is a significant hands-on use of DBMS technology and its use in systems design and implementation. I

**BUS-S 310 Systems Analysis and Project Management (3 cr.)** P: BUS-S 307. Analysis of an organization and the subsequent design of solutions to meet business requirements are at the heart of the information systems field. This course follows a structured process called the systems development life cycle that companies use to identify and solve business problems. Alternative methodologies are also covered. Students learn tools and techniques for conducting projects, including: how to gather system requirements; how to identify project feasibility, how to construct models of business processes using data flow diagrams; and how to implement a new solution. While S310 emphasizes the system analyst role, all business students can benefit from the ability to analyze the processes, data, and computer systems that they will encounter in their work. This knowledge will also benefit them when working with the system analyst to define strategic business solutions. 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 that addresses the multi-phased process for developing information systems, this course covers the phases from physical system design through the installation of working information systems. The course would concentrate on using the results of systems analysis and design, typically documented in CASE technology, and either building or generating systems to meet these specifications. A semester-long field project and various hands-on exercises provide experience in building, testing, and installing a system.

**BUS-S 433 Information Systems Security (3 cr.)** Examines the potential security risks in the informational systems, both technical and behavioral, and the security controls that can be used to minimize those risks. Covers

topics such as security reviews, viruses, computer attack strategies, encryption, authentication, firewalls, and disaster recovery.

**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.

**BUS-W 301 Principles of Management (3 cr.)** Designed to synthesize knowledge of principles and functions of management: planning, organizing, staffing, directing, controlling, and decision making.

**BUS-W 311 New Venture Creation (3 cr.)** 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.

By the end of this course students should be able to identify and solve key challenges faced by growing firms. 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. The objective of this class is to

introduce the principles of organization design - the blueprint by which different parts of the organization (e.g., production, marketing, financial, accounting, and MIS systems) fit together to create an effective organization. Organization design provides the means by which strategy and goals are implemented so it is as important to a firm's overall performance as financial performance, operational efficiencies or market share. I, II

**BUS-W 490 Independent Study in Business**

**Administration (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-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.)** 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**

**(1 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 301 Organizational Behavior and Leadership (3 cr.)**

**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. Negotiation, art and science of securing agreements between two or more parties who are interdependent and need each other to meet professional or personal goals. You can think about negotiation as a decision-making process by which two or more people try to come to agreement on how to allocate resources. II

**BUS-Z 440 Personnel: Human Resources 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. I, II, S

**BUS-Z 441 Wages and Salary Administration (3 cr.)**

P: BUS-Z 440. 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.)** P: BUS-Z 440. Personnel research through review and evaluation of studies in appropriate journals. Opportunity to master personnel measurement techniques. Job analysis, job evaluation, wage curve computation, predictor validation techniques, morale measurement, and personnel auditing. |

**BUS-Z 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 Financial Accounting for Managers (1.5 cr.)** The course is designed to be (1) an interpretation and understanding of basic financial statements; (2) the composition, analysis, and uses of financial statements; (3) the implications of accounting policy choices on management information and decisions; (4) and the relationships of accounting to other business disciplines.

**BUSB-A 502 Managerial Economics (3 cr.)** This course provides MBA students with the economic tools and techniques useful for managerial decision making. This course is divided into two parts. First, it covers the analytics and empirics of consumer, producer, and market behavior. Second, it covers the structure and performance of the economy as a whole.

**BUSB-A 503 Statistical Applications (1.5 cr.)** P: BUSB-A 511. Nature and uses of statistical data in business including probability concepts, Bayesian statistics, regression analysis.

**BUSB-A 504 Information Technology for Managers (1.5 cr.)** P: Phase I of M.B.A. or equivalent. This course provides a conceptual framework along with practical applications to teach the students the strategic role that Management Information Systems (MIS) plays for competitive advantage in a business environment. We will study various technology and process aspects of MIS using cases, projects, and in-class activities.

**BUSB-A 511 Quantitative Business Analysis (1.5 cr.)** This course will introduce various quantitative problem solving skills helpful in the workplace and reinforce the mathematical skills necessary for advanced business courses. There are two parts in this course including mathematical skills and computer skills. Students in this course will develop a proficiency in using business application software.

**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 course work in economics. Covers both microeconomics and macroeconomics. This course is designed for "common

body of knowledge" purposes. May be exempt from this course by examination.

**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 501 Communication Skills for Managers (1.5 cr.)** This course provides you with the skills and practical experiences necessary to master fundamental concepts in business communication. You will learn how to create carefully planned and confidently delivered e-mails, presentations, memos, action plans, social media contributions, and other forms of business communication.

**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 will be examined using experiential learning and a team study of an actual organization.

**BUSB-B 504 Team Management (1.5 cr.)** This foundation course within the MBA program aims to provide you with basic knowledge and skills related to teams, preparing you to lead and contribute to teams effectively. As noted in the syllabus schedule below, some sessions of this hybrid course are online while others are face-to-face meetings.

**BUSB-B 521 Evidence Based Management (1.5 cr.)** Managers are heavily swayed in their thinking and decisions by habit, fads, convention, and unrealistic levels of confidence (March, 2010; Pfeffer & Sutton, 2006). In contrast, managers practicing EBM learn how to rethink their approaches to data and knowledge in order to make more effective decisions. EBM means making decisions based on the best available evidence—with special emphasis on relevant scientific findings and unbiased organizational facts. It involves active use of decision practices that reduce bias and judgment errors and give due consideration to ethical concerns. This course promotes your understanding and use of EBM principles. It also guides you in developing the skills and knowledge needed to identify, access, and use quality evidence from science and practice in making better decisions.

**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, will be mentioned. Special attention is given to the impact that business firms have upon society, including the ethical questions inherent in the legal regulation of business.

**BUSB-D 501 Management of Marketing (1.5 cr.)** P: BUSB-A 514. The basic objectives of this course are to provide the MBA student: (a) an understanding of basic principles, concepts, and terminology applicable to marketing, (b) an appreciation of the scope and complexity of marketing decision making, and (c) insights into the relationships between marketing and other functional disciplines.

**BUSB-D 502 Financial Management (1.5 cr.)** P: BUSB-A 501. This introductory finance course (at graduate level) provides students with a sound knowledge of finance that will help them in their managerial objectives. This course focuses on business finance, but also incorporates investments and institutions as key elements in the financial management process. I, SU.

**BUSB-D 503 Operations Management (1.5 cr.)** P: Phase I of M.B.A. This course addresses aspects of decision-making for manufacturing and service operations. The focus will be on the process of designing and providing goods and services for the marketplace. The course

will also address how to integrate operations into overall corporate strategy.

**BUSB-D 505 Business Analytics I (1.5 cr.)** Business decision-making relies on analysis of quantitative data for support. Transforming data into valued information involves various aspects of mathematical analysis, including probability, descriptive and predictive statistics, and optimization modeling. Business Analytics addresses various tools within a business context, describing how and when to best employ these various tools.

**BUSB-D 506 Business Analytics II (1.5 cr.)** Business decision-making relies on analysis of quantitative data for support. Transforming data into valued information involves various aspects of mathematical analysis, including probability, descriptive and predictive statistics, and optimization modeling. Business Analytics addresses various tools within a business context, describing how and when to best employ these various tools.

**BUSB-E 510 Business Policy (3 cr.)** P: Phase I, II, and III of M.B.A. [except electives]. This is one of the capstone courses for the MSBA 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 Decision Making Tools in Accounting (1.5 cr.)** P: BUSB-A 501. 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-F 533 Communication Skills (3 cr.)** P: Phase I and II of M.B.A. Skills and techniques for successfully communicating with clients, and others; developing communication strategies; oral presentation, listening, and writing skills; professional reports presentation; multimedia technology aids; developing and implementing communication plans and strategies; different types of focused communication contexts; nonverbal and verbal messages; changing 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 web sites 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 web sites. Topics include the technology of the internet, core network protocols, agents, commerce client technology, 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. The purpose of the course is to provide an overview of enterprise resource planning (ERP) field to students. Topics covered will 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) will be 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 objective is to provide in-depth knowledge and training in adapting a variety of tools and techniques to develop DSS in support of complex decision problems.

**BUSB-K 515 Electronic Commerce (3 cr.)**

P: CSCI-A 510 and BUSB-K 506. The course covers the technical, legal, and business concepts and skills required to manage a firm's activities related to doing business via computer networks.

**BUSB-K 520 Business Process Re-Engineering Through Information Technology (3 cr.)**

P: BUSB-K 505 and BUSB-K 510. The course is to demonstrate, directly and by case studies, the relationships between business processes and information systems, human resources, and organizational capabilities that support the performance of the processes.

**BUSB-K 521 Information Systems Design and Implementation (3 cr.)**

This course is a meld of business processes in the design, analysis and implementation of systems and advanced programming techniques. The course will teach students how to integrate databases to business applications and web-based applications. Implementation strategies and issues with implementation

of ERP systems, database systems, web applications, and application integration projects will be discussed.

**BUSB-K 585 Seminar in Management of Information Technology I (3 cr.)** P: BUSB-K 510 and BUSB-K 520. Topics include artificial intelligence and intelligent agents, data warehouse and data mining, groupware, human computer interaction, information systems effectiveness, inter-organizational systems, knowledge management systems, managerial and organizational cognition, and virtual organizations and emergent commonalities.

**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 512 Marketing Strategy (3 cr.)** P: BUSB-D 501. The purpose of this course is to help you assimilate your learning of prior marketing classes into a holistic body and then help you think strategically about how to solve the problems facing the marketing manager.

**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

Pictured | **Joseph Williamson** | *Chemistry / Minor in Earth and Space Science* | Fort Smith, Arkansas (hometown)  
**Club affiliation** | Secretary, Biology Chemistry Club

### 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 cr.)** P: MATH-M 107 or a minimum score of 51 on the ALEKS mathematics assessment examination. Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous course work in chemistry. Usually taken concurrently with CHEM-C 121 Introduction to Chemistry. The two sequences, CHEM-C 101/CHEM-C 121 and CHEM-C 102, 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 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 cr.)** P: CHEM-C 101 and CHEM-C 121 or one year of high school chemistry with a grade of C or higher; MATH-M 107 or a minimum score of 51 on the ALEKS mathematics assessment examination. 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. Continuation of CHEM-C 101. The chemistry of organic compounds and their reactions followed by an extensive introduction to biochemistry. I, II, S

**CHEM-C 105 Principles of Chemistry I (3 cr.)** P: One year of high school chemistry or CHEM-C 101; MATH-M 107 or a minimum score of 51 on the ALEKS mathematics assessment examination. 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. I, II

**CHEM-C 106 Principles of Chemistry II (3 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, S

**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. Illustration of chemical principles with applications to biology, the environment, and health. 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. 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. Emphasis is given to study of physical and chemical properties of inorganic compounds. 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, II

**CHEM-C 126 Experimental Chemistry II (2 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, S

**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 adviser to be arranged. I, II, S

**CHEM-C 301 Chemistry Seminar 1 (3 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 (4 cr.)** P: CHEM-C 341, MATH-M 125 Lectures dealing with fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry. I (even years)

**CHEM-C 335 Inorganic Chemistry Laboratory (1 cr.)** P: or 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. II (even years)

**CHEM-C 341 Organic Chemistry 1 Lectures (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 (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 (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 (4 cr.)** P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 221. C: PHYS-P 222. 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. II (even years)

**CHEM-C 362 Physical Chemistry of Molecules (4 cr.)** P: CHEM-C 106, CHEM-C 126, MATH-M 216, PHYS-P 221. C: PHYS-P 222. Quantum states and spectroscopy of molecules, statistical thermodynamics, and elementary kinetic theory, current topics. Credit given for only one of C362 or C360. II (odd years)

**CHEM-C 409 Chemical Research (1-3 cr.)** For outstanding students. Cannot be substituted for any chemistry course. Written research thesis is required (1-5 cr. each semester, 10 cr. maximum) I, II, S

**CHEM-C 410 Principles of Chemical Instrumentation (4 cr.)** P: CHEM-C 341, MATH-M 125. Theory and practice of modern analytical methods, including electro analytical techniques, quantitative spectrophotometry, magnetic methods, extraction and chromatography. I (odd years)

**CHEM-C 430 Inorganic Chemistry (3 cr.)** P: or C: CHEM-C 361 or CHEM-C 362. C: CHEM-C 335. Structure and bonding of inorganic compounds; survey of chemistry of non-metal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions. II (even years)

**CHEM-C 484 Biomolecules and Catabolism (3 cr.)** P: BIOL-L 102, CHEM-C 342. Credit not given for both CHEM-C 484 and CHEM-C 483. Structure and function of cellular components and catabolism of glucose. Lecture and discussion. I

**CHEM-C 485 Biosynthetic Pathways and Control of Metabolism (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 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. 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

Pictured | **Nick Cwidak** | *Psychology / Minor in Cognitive Science* | South Bend, Indiana (hometown)

### 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 or 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 arts & sciences degree in competitive labor market. Sections meet for a 10-week period at the beginning of each semester.

**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

Pictured | **Jackson Green** | *B.A. Communication Studies, Public Relations / Minor in Anthropology* | Walkerton, Indiana (hometown)

### 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.)** Examines portrayals of women across various media outlets and diverse cultural regions. The course also considers women as producers and consumers of media products. Topics might focus on a specific medium (e.g. television, film, or the Internet), genre (e.g. soap operas, reality TV, anime), or region (the U.S., Africa, Asia). Screenings may be required.

**COMM-C 501 Applied Quantitative Research Methods in Communication Studies (3 cr.)** The course is designed to offer an opportunity to examine, assess, and conduct quantitative research that employs communication theory and qualitative research methods as a means to test theory in applied settings and/or as a means to applied ends (i.e. problem-solving policy analysis).

**COMM-C 502 Applied Qualitative Research Methods in Communication Studies (3 cr.)** Pending approval.

**COMM-C 502 Applied Qualitative Research Methods in Communication Studies (3 cr.)** Inductive (data-to-theory) approach to knowledge, and associated sequential and non-sequential methods for studying communication in applied everyday situations, e.g. friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts.

**COMM-C 525 Communication Pedagogy (3 cr.)** Exploration of theories, methods, and problems related to communication pedagogy. Topics will include instructional strategies, diversity in the classroom, philosophies of pedagogy, and ethical issues.

**COMM-C 528 Group Communication and Organizations (3 cr.)** This seminar-format course examines the ways in which informal groups and communication networks facilitate a variety of organizational processes (i.e. socialization, diffusion of innovation). Emphasis is placed on developing theoretical understanding of informal groups in organizations as well as on methodological issues involved in studying communication networks in organizations.

**COMM-C 531 Media Theory and Criticism (3 cr.)** A course organized primarily around theories and critical strategies commonly considered within the broad category of contemporary criticism-it utilizes primary theoretical texts to introduce students to a variety of methodologies employed in analyzing media messages, and emphasizes

the application of theoretical frameworks in the analysis of specific media texts.

## Comparative Literature | CMLT

Pictured | **Briana Becker** | *English, Creative Writing* | Mishawaka, Indiana (hometown)  
Photo credit | **Noah Becker** (age 5)

### 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 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 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 493 Film Adaptations of Literature (3 cr.)** Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation.

**CMLT-C 603 Topics in Comparative Literature (4 cr.)** The course will be discussion driven; its success is dependent on thorough preparation and consistent participation from all. Each student is responsible for a

critical presentation to the class during the semester. The presentation should focus on an idea that you find interesting, related to one of the primary readings. 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, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of 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.)** The 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. May not be taken for graduation credit after CSCI-C 101. 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 201 Introduction to Programming I (3-4 cr.)** P: C or better in MATH-A 100 or a min 36 ALEKS assessment score. 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 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.)**  
**Credit not given for both CSCI-B 100 and INFO-I 101.**

This course introduces problem solving techniques, critical thinking skills, algorithm development, and computer programming, using real-world problems. Topics include: computer literacy, hardware, data representation, structured and object oriented programming techniques, modularity and reusability, and testing and debugging techniques.

**CSCI-B 401 Fundamentals of Computing Theory (3 cr.)**

P: CSCI-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 pipeline. 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.

**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. Layered TCP/IP architecture. LAN technologies (ethernet, wireless, token rings). Switching. Internet addressing (IP v4, IP v6). Routing protocols. Congestion control (TCP, UDP). Applications (DNS, HTTP, peer-to-peer networks). Selection of topics, including DHCP, ICMP, VPNs, multicast, security. Credit given for only one of P438 and P538.

**CSCI-B 539 Applied Cryptography (3 cr.)**

P: MATH-M 301; AND CSCI-C 455 or CSCI-B 401; AND MATH-M 260 or MATH-M 365 or MATH-M 463. This course covers modern cryptosystems, emphasizing their provable security, concrete design, and applications. Cryptosystems covered include various private-key and public-key encryption schemes that are being used in

practice, key exchange protocols and secret sharing schemes, hash functions, digital signatures.

**CSCI-B 541 Hardware System Design I (3 cr.)** P: CSCI-A 593 or CSCI-C 335. 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 250. 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: especially relational and object-oriented; relational database design theory; structures for efficient data access; query languages and processing; database applications development; views. Transaction management: concurrency and recovery.

**CSCI-B 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.)** Graduate standing. P: CSCI-C 243. R: 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.)** Credit not given for both CSCI-C 101 and INFO-I 210. P: C or better in MATH-A 100 or a minimum 36 ALEKS assessment score. Fundamental concepts of computer programming, algorithm development, and data structuring. I, II, S

**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.)** Credit not given for both CSCI-C 201 and INFO-I 211. P: CSCI-C 101. Intended for students needing a rigorous introduction to computer science, introduction to algorithm design, programming, and analysis. Using the Scheme programming language, course covers procedural and data abstractions, and use of several programming paradigms including functional, imperative, and object-oriented. 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.)** P: CSCI-C 101 and MATH-M 125. 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.

**CSCI-C 297 Sophomore Topics in Computer Science (2-4 cr.)** P: Varies. 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.)**

**Credit not given for both CSCI-C 308 and INFO-I 450.**

P: CSCI-C 243. The software development life cycle; data flow diagrams; entity relationship modeling; structured design; validation; user interfaces; implementation and testing. A team project will be completed. 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-A 593 or CSCI-C 335. Organization and logic design of digital systems. Course presents a structured design philosophy, emphasizing hardware building blocks, circuit synthesis, microprogramming. In the laboratory students build, study, and debug a working minicomputer from elementary hardware components. Lecture and laboratory.

**CSCI-C 431 Assemblers and Compilers 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.)**

**Credit not given for both CSCI-C 442 and INFO-I 451.** 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: Recommended CSCI-C 250. 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 250. 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 12 credits.

**CSCI-C 690 Special Topics in Computing (1-3 cr.)**

P: Varies. Special topics in Computer Science.

**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.)**

**Departmental approval and permission of instructor required.**

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.)**

**Permission of instructor required.** 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 (0-6 cr.)**

P: Current enrollment in graduate degree program in computer science. **Departmental approval and permission of the graduate director and instructor required.** Provides for participation in graduate-level professional training and internship experience. May be repeated for up to 6 credits.

## Criminal Justice | CJUS

Pictured | **Tyler Garber** | Criminal Justice | Bristol, Indiana (hometown)

### Criminal Justice | CJUS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**CJUS-P 100 Introduction to Criminal Justice (3 cr.)**

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 taken with different topics for a max of 9 cr.

**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 U.S. Supreme Court decision making process.

**CJUS-P 320 Foundations of Criminal Investigations (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 will be emphasized.

**CJUS-P 345 Terrorism (3 cr.)**

P: CJUS-P 100. A survey of the incidence of terrorism with particular emphasis on public policy responses designed to combat terrorism. Special emphasis will be placed on the role of the criminal justice system in combatting domestic and foreign terrorism.

**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 taken for a max of 6 cr.

**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 taken for a max of 6 cr.

**CJUS-K 300 Techniques of Data Analysis (3 cr.)**

P: Completion of MATH-A 100 or ALEKS score of 31 or above. 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.

## Dental Hygiene | DHYG

Pictured | **Mohammed Hamad Balhareth** | *Dental Hygiene* | Najran City, Saudi Arabia (hometown)  
**Volunteer activities and affiliations** | Office of International Studies

### 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 in emergency situations including predisposing factors, drugs, and treatment to include the support of the cardiopulmonary system.

**DHYG-H 206 General Pathology I (1-2 cr.)** Mechanisms of disease at the cellular, organ and systemic levels with special references to specific disease processes; includes general concepts, terminology and pathology of organ systems. II

**DHYG-H 211 Head and Neck Anatomy (3 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 212 Human Biology 1-First Year (2-4 cr.)**

Gross and microscopic anatomy, physiology, embryology, and pathology of the human body with special emphasis on the head and neck. I, II

**DHYG-H 214 Oral Anatomy, Histology, and Embryology (2-4 cr.)**

A study of the morphology, structure, function, and histology and embryology of human 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 and 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 (1-3 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 of OSHA and infection control guidelines.

**DHYG-H 224 Oral Histology and Embryology (1 cr.)**

Study of the histological aspects of the tooth and perodontium; 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 coverage management for conscious dental clients. 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 and the administration of nitrous oxygen sedation will be studied.

**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 services for providing patient care. S

**DHYG-H 301 Clinical Practice 2 (3-5 cr.)** 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.

**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 (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 disease including the anatomy, classification, etiology, treatment, and relationship to systemic condition. II

**DHYG-H 344 Senior Hygiene Seminar (1-3 cr.)** Ethics, jurisprudence, and practice management concepts including a study of state practice acts, dental hygiene employment opportunities, recall systems, and current trends in the dental hygiene profession.

**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 healthcare will include judicious integration of systematic assessments of scientific evidence. Foundational knowledge to implement future clinical strategies will be discussed. II

**DHYG-H 410 Management Strategies for the Dental Hygiene Professional (1-3 cr.)** This course is centered on the study of practice management principles as they relate to dentistry through the eyes of a dental hygienist. Instruction includes topics in economics, management and employment issues. The development of advanced strategies includes mastering a skill set that allows for the hygienist to integrate and manage current standards of dental hygiene within an interdisciplinary dental team as well as explore alternative career paths. The students will be introduced to principles to plan, administer and evaluate a business practice. Course goals will be accomplished through skill enhancement of communication, teamwork, business and management practices, and patient management.

**DHYG-H 412 Global Health (1-3 cr.)** This course examines major global health challenges, programs and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, women's and child health, conflicts and emergencies, health inequity, and major global initiatives for disease prevention and health promotion. I

**DHYG-H 415 Communication Skills for the Healthcare Professional (1-3 cr.)** This course is a comprehensive yet compact guide to learning essential communication skills that will prepare students for success as healthcare professionals. This class uses a broad range of examples, role plays, and scenarios from virtually every healthcare field, enabling both instructors and students to use it as an essential resource for mastering any area-specific communication skill. I, 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-H 477 Community Assessment and Program Planning (1-6 cr.)** This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals and objectives that address public health concerns through health education and health promotion programs.

**DHYG-H 478 Evaluation of Health Promotion Programs (1-6 cr.)** **Equiv: HSC-H 478.** This course examines the evaluation of health promotion programs, health communication strategies, health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined. Students will have the opportunity to assess, plan, implement, and evaluate a health promotion program.

**DHYG-H 495 Clinical Experience in Dental Hygiene (1-6 cr.)** This course will award credit through experience to registered dental hygienist's pursuing a Bachelor of Dental Hygiene (BSDH) completion degree.

**DHYG-H 497 Topics in Dental Hygiene (1-4 cr.)** The topical seminars relate to the practice of and/or current issues in the field of dental hygiene/dental. Possible topics for this seminar include: dental, nutrition, practice management fads; biomedical, social and clinical sciences; and professional development.

**DHYG-N 390 Health Promotion and Disease Prevention (3 cr.)** **Equiv: HSC-N 390.** This course will provide students the opportunity to travel abroad and provide preventive dental care to a population in need.

## Japanese and Chinese | EALC

Pictured | **Allison Steele** | *English / Minors in Psychology and East Asian Studies* | Edwardsburg, Michigan (hometown)

Allison is pictured wearing her yukata, worn at summer festivals in Japan.

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### 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.

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**EALC-C 101 Elementary Chinese 1 (2-4 cr.)** An introductory course that lays groundwork for the study of modern Chinese. It aims at fostering proficiency in all four language 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 contexts.

**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-E 350 Studies in East Asian Society (3 cr.)** Selected issues and problems of importance to the understanding of East Asian society.

**EALC-J 101 Elementary Japanese 1 (2-4 cr.)** An introductory skills-oriented course emphasizing learning language in context, development of 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. An introductory, skills-oriented course that emphasizes a pragmatic, contextual approach to learning grammar and vocabulary. The goal of this course is interactional competence in a limited variety of communicative situations. Students will also learn to read and write whatever they can say. Kana syllabaries and some kanji introduced.

**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

**EALC-J 310 Japanese Conversation (3 cr.)** P: EALC-J 202 or equivalent. This course is designed to develop conversational skills as well as overall proficiency in Japanese. Through controlled conversation with an

emphasis on the vocabulary building and usage, the use of linguistic devices, group activities and classroom discussion, students will develop conversational skills.

**EALC-J 401 Fourth-Year Japanese I (3 cr.)** P: Grade of C or higher in EALC-J 302 or equivalent proficiency. Emphasis on advanced reading skills. I

**EALC-J 402 Fourth-Year Japanese II (3 cr.)** P: Grade of C or higher in EALC-J 401, or equivalent proficiency. Continuation of J401. To develop advanced skills in Japanese for speaking, reading, and writing.

**EALC-J 451 Readings in Japanese Newspapers and Journals (3 cr.)** P: Grade of C or higher in EALC-J 402, or equivalent proficiency. Exploration of the salient features of the academic and journalistic writing style of modern expository Japanese used by prominent thinkers, well-known journalists, and critical essayists of Japan today.

## Economics | ECON

Pictured | **Adam El-Ammori** | *Economics / Minor in Business Administration* | South Bend, Indiana (hometown)

### 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 200 Fundamentals of Economics: An Overview (3-4 cr.)**

**ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)** P: BUS-K 201 and MATH-M 118. Credit not given for both ECON-E 270 and MATH-K 310. Review of basic probability concepts, sampling, inference and testing 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. Economics 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 U.S. The supply and control of money. The impact of money on the U.S. 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.

**ECON-E 321 Intermediate Microeconomic Theory (3 cr.)** P: ECON-E 103. The economics of consumer choice. The economics of production, cost minimization and profit maximization for business firms in the short run and long run under various market structures. Competition and adjustment to market equilibrium. Introduction to game theory, strategic interaction, and noncooperative equilibria. I

**ECON-E 322 Intermediate Macroeconomic Theory (3 cr.)** P: ECON-E 104. National income accounting; theory of income, employment, and price level. Countercyclical 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: ECON-E 321, ECON-E 322, and ECON-E 470, or consent of instructor. Advanced intensive study of a topic area in economics. 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. Introductory microeconomics course for students admitted to honors program. I

**ECON-S 104 Introduction to Macroeconomics-Honors (3 cr.)** P: Consent of the coordinator of the honors program or the instructor. Designed for freshmen students for superior ability. Covers same core material as E104. Small sections. II

## Education | EDUC

Pictured | **Cole Van Dyke** | *Special Education / Psychology* | Kouts, Indiana (hometown)

### Education | EDUC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**EDUC-A 190 Teaching 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 Relationships (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 515 Educational Leadership: Teacher Development and Evaluation (3 cr.)** The primary outcome is to develop the knowledge, interpersonal and leadership skills that can be applied in leadership for the improvement of instruction. Models of supervision and evaluation will be examined, but the major focus will be to examine the context for change in today's schools and apply leadership knowledge to the task of direct assistance, group development, professional development, curriculum development, and action research. II

**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 629 Data-Informed Decision Making for School Leaders (3 cr.)** This on-line course prepares educational leaders to critically collect, analyze, evaluate, and use various forms of data to inform instructional and organizational decision making in schools. The focus of the course is on decision making to further student learning and school improvement. II

**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 Schools (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 Mathematics and Science (3 cr.)** P: TEP. Students must also enroll in all Block 3 courses. Focuses on planning and managing appropriate science and math experiences with children of three to eight years of age. Opportunity for exploring, developing, experimenting and evaluating instructional materials. Planning appropriate inquiry-oriented experiences will be 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 an historic perspective, program models, goals of early childhood education and professional organizations. The second focus emphasizes learning observation skills, understanding the characteristics of young children, teacher-child interaction and classroom management skills. 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.

**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.

**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 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 interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to exploring current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs. 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 Schools (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 in the Teaching of Reading in Elementary Schools (1-3 cr.)** Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

**EDUC-E 547 Elementary Social Studies Curriculum (3 cr.)** Explores the purposes, substantive issues, essential pedagogies, and content of elementary social studies curriculum. Also examines innovative approaches to designing and implementing social studies curriculum for elementary classrooms. 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.)** Designed for experienced teachers to gain greater proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle school teaching.

**EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)** Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes the basic communication skills and significant trends and materials.

**EDUC-E 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, E590 should not be used for 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. 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 203 Communication for Youth-Serving Professionals (3 cr.)**

Students study counseling theories and techniques for application to teaching and working with youth. They learn methods of building community and ways to encourage student participation and respect for others. Students learn techniques and attitudes of group dynamics and leadership. Other topics of communication: conflict resolution, active listening, parent-teacher communication.

**EDUC-G 206 Introduction to Counseling Psychology**

**(3 cr.)** This course provides an introduction to the fields of counseling and counseling psychology. We will focus mainly on a survey of 11 major theories of counseling and psychotherapy. This course will be useful for students who are interested in the helping professions (e.g., teaching, social work, psychology, counseling, nursing, etc.).

**EDUC-G 208 Prevention of Adolescent Risk Behavior: Counseling Perspectives (3 cr.)**

This course will provide an overview of the principles of prevention interventions with a focus on the role of counselors and other helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk/

problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity, and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and community agencies.

**EDUC-G 302 Resources for Counseling with Youth (3 cr.)** This course will provide an orientation to the psychological needs of children and adolescents, including but not limited to developing an understanding of potential risk factors as well as the key roles all youth workers and teachers have in helping young people begin to conceptualize their future personal and career goals. Special attention will be given to counseling interventions and the resources available in schools and other community youth-serving agencies. A service-learning component working directly with youth in either a school or local agency is a requirement of this course.

**EDUC-G 375 Multicultural Counseling-Related Skills and Communication (3 cr.)** The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

**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, socio-metric, and

clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined. 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 515 Etiology, Diagnosis, and Treatment of Mental Health Disorders (3 cr.)** Provides an overview of abnormal behavior, effects of maladaptive behavior on individuals, families, and communities, and methods of

treatment. Students will be introduced to the latest version of the DSM classification system of mental disorders. Lastly, students will gain an understanding of commonly prescribed psychopharmacological medications.

**EDUC-G 516 Understanding Child and Adolescent Behavior (3 cr.)** Students will actively explore the various models of child and adolescent development, psychopathology, and treatment within the scope of school counseling. Students will be introduced to the concepts of classification, assessment, and intervention of maladaptive behaviors in children and adolescents.

**EDUC-G 517 Crisis and Trauma Counseling (3 cr.)** Course content includes an overview of the impact of crises, disasters, and trauma-causing events on people, the impact of working with traumatized clients on practitioners, and interventions and strategies for working with individuals, families, and groups of people who have experienced crises, disasters, and other trauma-causing events.

**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. 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. May be repeated for credit with the advice of counselor education program faculty. 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.

**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. Counseling experience in school or agency situations. Under supervision, students get practice in counseling, interviewing, in-service training,

orientation procedures, and data collection. Special application required. May be repeated for up to 12 credits.

**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 contextual 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 Child (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.)** 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. Additional fee required; S/F graded. 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.

**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 exceptionality 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.

**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.

**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.

**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.

**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.

**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

Pictured | **Savannah Jo Welnetz** | *English, Literature / Minor in Film Studies* | La Porte, Indiana (hometown)

### 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.

#### **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 13 Academic Writing for Graduate Students (3 cr.)**

P: Score of 55 on ESL Placement Exam or a grade of C or higher in ENG-W 130. 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 Assistants (3 cr.)**

P: Score of 55 on ESL Placement Exam (SBORL). This course for graduate International Teaching Assistants provides instruction on basic teaching strategies and helps students develop the oral language skills necessary to present academic materials in English to a student audience. Pronunciation, listening comprehension, and classroom interaction skills are practiced. Regular conferences focus on individual pronunciation needs.

#### **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 660 Stylistics (3-4 cr.)** Survey of traditional and linguistic approaches to the study of prose and poetic style. Attention to the verbal characteristics of texts, what they reflect about the author, and how they affect the reader.

#### **ENG-L 202 Literary Interpretation (3 cr.)**

P: ENG-W 131 with a grade of C or higher. AHLA development of critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. 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.

#### **ENG-L 290 Children's Literature (3 cr.)**

P: ENG-W 131 and any junior/senior level 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 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, studied 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, and 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 U.S. American national and cultural identity, as affected by issues of race,

environment, transatlantic exchanges, scientific discourse, and the emergence of women writers.

**ENG-L 352 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. Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

**ENG-L 355 American Fiction to 1900 (3 cr.)** P: ENG-W 131 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 literary expressions centered mainly in the first half of the twentieth century. Attention may be given to such literary movements as modernism and the Beats, as well as literature written by women and various ethnic populations.

**ENG-L 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 for 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, Para journalists and other experiments in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets and critics; or any combination of groups.

**ENG-L 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. This course is an intensive classroom and on-site study of Irish culture and the literature it has produced.

**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.

**ENG-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-L 699 M.A. Thesis (1-4 cr.)**

**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.)** P: Score of 15 on ESL placement exam. For ESL students only. Providing practice in writing skills necessary for success in ENG-W 131, this course concentrates on brief essays with work on sentence and paragraph writing and details of standard English as needed.

**ENG-W 130 Principles of Composition (3 cr.)** P: Level III on English placement exam. For students who need a semester of writing instruction before taking ENG-W 131. Practice in writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

**ENG-W 130 Principles of Composition (4 cr.)** P: Level II on English placement exam or Level I and enrollment in Write Well program. This 4-credit course is an enhanced version of ENG-W 130, 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- ESL (3 cr.)** P: Score of 25 on ESL placement exam or successful completion of ENG-W 31. 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 (2-4 cr.)** P: Level IV on English placement exam or completion of ENG-W 130 with a grade of C or higher. 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 206 Introduction to Creative Writing (3 cr.)** P: C or higher in ENG-W 131. Does not satisfy English composition requirements. Provides students with the opportunity to develop their creative writing skills, and gives them a working knowledge of the basic principles of fiction, poetry and drama.

**ENG-W 231 Professional Writing Skills (3 cr.)** P: ENG-W 131 with a grade of C or higher. 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.

**ENG-W 232 Introduction to Business Writing (3 cr.)** P: ENG-W 131 with a grade of C or higher. 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.

**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 206. 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 303 Writing Poetry (3 cr.)** P: ENG-W 206. Further exploration in the art of poetry writing. May be repeated once for credit.

**ENG-W 311 Writing Creative Nonfiction (3 cr.)** P: ENG-W 131, ENG-W 206. 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: CSCI-A 106; ENG-W 131 with a grade of C or higher. Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers - hypertext, electronic mail, and computer conferencing - and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

**ENG-W 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 (4 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.

## Fine Arts | FINA

Pictured | **Samuel Miller** | *Graphic Design* | Mishawaka, Indiana (hometown)  
Background artwork credit | **Samuel Miller**

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## Fine Arts | FINA

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

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**FINA-A 100 An Introduction to Art (3 cr.)** Introduction to the world of images, with emphasis on how to see and understand works of art within the context of the period that produced them. Students will learn how to look at paintings and sculptures and become familiar with art terminology.

**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.)** 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.)** 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.)** P: Fine Arts major and consent of instructor required. 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-M 330 Foundations in Art Education and Methods I (3 cr.)** In Foundations in Art Education and Methods 1 students will explore how to create and implement an art curricula for elementary level classes (grades K-6). Students will learn about different theories of child development as well as different theories and movements in art education to create lesson plans that are meaningful, relevant, and meet Indiana state teaching standards. In addition to developing lesson plans for elementary art classes, students will learn about a range of classroom management procedures that will aide in the implementation of lesson planning. Field placements with elementary school art teachers done via FINA-M 301 Field Experience will further situate methods and theories by giving students the opportunity to teach their curricula in schools.

**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.)** 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: Must earn grade of C- or better in FINA-P 273 to enroll. Can be currently enrolled. Transfer credit accepted. This

course covers the technical and design fundamentals and principles of web design.

**FINA-P 324 Intermediate Web Design (3 cr.)** P: Must earn grade of C- or better in FINA-P 323 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 351 and S 324 (or P 374) to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 351 and S 324 (or P 374) to enroll. Can be currently enrolled. Transfer credit accepted. Professional problem solving in graphic design.

**FINA-P 455 Advanced Lettering and Typography (3 cr.)** P: Must earn grade of C- or better in FINA-S 324 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 324 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 324 to enroll. Can be currently enrolled. Transfer credit accepted. Focus on advanced problems in computer graphics (interactive/multimedia authoring) will be 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: Must earn grade of C- or better in FINA-F 100 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-F 100 to enroll. Can be currently

enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-F 101 to enroll. Can be currently enrolled. Transfer credit accepted. 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 271 Introduction to Figurative Sculpture (3 cr.)** P: Must earn grade of C- or better in FINA-F 101 to enroll. Can be currently enrolled. Transfer credit accepted. Figurative Sculpture has been the traditional method of introducing students to form, space, and proportion in sculpture. Students work from the model in clay, creating sculpture from direct observation.

**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 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: Must earn grade of C- or better in FINA-S 291 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Fine Arts Major and consent of instructor required 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 323 Intermediate Photoshop (3 cr.)** P: Must earn grade of C- or better in FINA-P 273 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-P 273 to enroll. Can be currently enrolled. Transfer credit accepted. 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 I (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: Must earn grade of C- or better in FINA-S 250 or INMS-S 250 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 260 to enroll. Can be currently enrolled. Transfer credit accepted. 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 260 or FINA-S 270 or FINA-S 271 or FINA-S 280. Can be currently enrolled. Transfer credit accepted. 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.)** P: Must earn grade of C- or better in FINA-S 280 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 291 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 301 to enroll. Can be currently enrolled. Transfer credit accepted. Advanced drawing. Continuation of S301. May be repeated for up to 20 credits.

**FINA-S 402 Pastel Drawing (3 cr.)** P: Must earn grade of C- or better in FINA-F 100 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-F 100 to enroll. Can

be currently enrolled. Transfer credit accepted. 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: Fine Arts Major 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: Must earn grade of C- or better in FINA-S 392 to enroll. Can be currently enrolled. Transfer credit accepted. 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 407 Alternative Processes Photography (3 cr.)** P: FINA-S 392 or consent of instructor. Advanced film exposure and development techniques will be studied in conjunction with alternative photographic processes. Course work will include critique and discussions toward the development of an understanding of these processes in a historical and aesthetic context.

**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: Must earn grade of C- or better in FINA-S 392 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Must earn grade of C- or better in FINA-S 331 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Fine Arts Major 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: Fine Arts Major 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: Must earn grade of C- or better in FINA-S 371 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Fine Arts Major 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: Fine Arts Major 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: Must earn grade of C- or better in FINA-S 392 to enroll. Can be currently enrolled. Transfer credit accepted. 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: Fine Arts Major and consent of instructor required. 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: Integrated New Media or Fine Arts Major and consent of instructor required. 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 Practice 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.

## French | FREN

Pictured | **Breanna Kellermann** | *Communication Studies, Public Relations / Minor in French* | Syracuse, Indiana (hometown)

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### French | FREN

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

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**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 French 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 French 2 (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 311 Contemporary French Civilization (3 cr.)** Political, social and cultural aspects of contemporary France. Taught 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 II (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 330 Introduction to Translating French and English (3 cr.)** P: FREN-F 204. A comparative study of the style and grammar of both languages with focus on the difficulties involved in translating. Introduction to the various tools of the art of translation.

**FREN-F 361 Introduction historique 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.

**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 and the Francophone world. Films shown in French with English subtitles. Class taught in French.

**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 Littérature Contemporaine 2 (3 cr.)** All world language classes may require homework using audio-, visual-, or computer-based materials in the World Languages Resource Center. 20th century French literature.

**FREN-F 474 Thème et Version (3 cr.)** Translation of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages.

**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

Pictured | **Lukas Schmidt** | *General Studies / Minors in Chemistry and Biological Sciences* | Elkhart, Indiana (hometown)

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### General Studies 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 cr.)** P: Admitted to General Studies or program consent. 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 (2 cr.)** C: Graduating in current or upcoming semester. 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

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**GEOG-B 190 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 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.

**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 change from local to global scales? Learn how humans shape geographic patterns of migration, agriculture, industry, and urbanization.

**GEOG-G 120 Regions of the World (3 cr.)** What do bananas, the 1979 Islamic Revolution, and drone warfare have in common? How do economic development, geopolitics, and resource extraction shape current events? Answers to these and other questions are used to explain the roots of contemporary global events.

**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 Current Issues in Globalization, Development, and Justice (3 cr.)** P: GEOG-G 110 or junior standing. An examination of current problems concerning globalization, development and justice from a geographical perspective. The specific topic to be considered will vary from semester to semester. May be repeated once for up to 6 credits.

**GEOG-G 313 Place and Politics (3 cr.)** P: GEOG-G 110 or 3 credit hours of political science, or consent of instructor. Geography and spatial relationships shape and are shaped by political processes. What drives the geography of elections and political parties, nationalism, environmental and urban movements, war, imperialism, and borders?

**GEOG-G 315 Environmental Conservation (3 cr.)** C: Junior standing This course deals with the environmental impact of global population growth, natural resources utilization, and pollution. Current problems relating to energy consumption, farming practices, water use, resource development and deforestation will be examined from geologic and ecological perspectives. Strategies designed to avert predicted global catastrophe will be examined to determine success potential. Class participation through debate is strongly encouraged. Students should be able to use the internet as a resource.

**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.

**GEOG-G 338 Geographic Information Science (3 cr.)** Introduction to the principles and applications of computer-based geographic information systems (GIS).

## 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. 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

## German | GER

Pictured | **Diane Setero** | *Criminal Justice / Minor in German* | South Bend, Indiana (hometown)  
**Club affiliation** | Secretary, German Club

## Germany | GER

P Prerequisite | C Co-requisite | R Recommended  
 I Fall Semester | II Spring Semester | S Summer Session/s

**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 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.

**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

Pictured | **John Ward** | *Elementary Education / Mathematics* | Logansport, Indiana (hometown)  
**Affiliation** | Pitcher, IU South Bend Baseball

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## 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 Education (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.

**HPER-E 159 Racquetball (1 cr.)** Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games. 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. 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 Fitness and Jogging I. Course designed to take student from aerobics Level III up to Level V.

**HPER-E 333 Fitness and Jogging III (1 cr.)** A continuation of Fitness and Jogging II. Course designed for those students interested in preparing for Marathon Running.

**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. 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. 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.

**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.)** Part of new fitness core in teacher preparation curriculum; introductory course in fitness prerequisite to upper level course work required by Indiana State Department of Education and NASPE for teacher certification in physical education.

**HPER-P 647 Seminar in Physical Education (1-3 cr.)** Problems in physical education. Specific topics vary.

## Health Sciences | HSC

Pictured | **Johnna Slabaugh** | *Nursing* | New Paris, Indiana (hometown)

**Club affiliations** | Honors Program; Student Nurses Association

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## Health Sciences | HSC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

### HSC-A 291 Service Learning in Health Sciences I

**(1-6 cr.)** Under the advisement of a faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise actively participate in the related setting, toward the completion of internship objectives; primarily consisting of participation in volunteer activity at community sites. Internships will vary between students but must be completed in less than one academic year. This health science internship is an introduction to community site involvement.

### HSC-A 491 Service Learning in Health Sciences II

**(1-6 cr.)** Under the advisement of a faculty member and supervision of an assigned specialist at the placement site, the student will work or otherwise actively participate in the related setting, toward the completion of an internship project. Projects will vary in duration and subject matter, but will be completed in less than one academic year.

### HSC-B 352 Health Systems Leadership and

**Performance Improvement (3 cr.)** This course addresses the leadership of organizations that deliver healthcare services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies, with an emphasis on performance improvement in these organizations. Students will examine principles of effective management including organizational design, motivation, leadership, conflict management, teamwork, and strategic alliances.

### AHSC-C 435 Program Planning, Assessment, and

**Evaluation II (6 cr.)** P: AHSC-C 425. This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined. This course is required in the BS-AHS Health Educator track.

**HSC-E 443 Public Health Education Methods (3 cr.)** Offered online. This course examines the process and

methods in health education and the principles used to facilitate health behavior change, which will enhance quality of life for families, individuals, and communities.

**HSC-F 366 Case Studies in Community Health (3 cr.)**

An overview of the nation's health and contributing factors to health and health care.

**HSC-H 101 Introduction to Health Sciences (1-3 cr.)**

A foundational overview of health science. Topics include the versatility of a health sciences degree, an overview of various professions within health care, health promotion, and health education with a focus on interprofessional education and practice.

**HSC-H 102 Lifetime Wellness for Health (2-3 cr.)**

This course will present current and relevant health and wellness information including practical strategies to apply positive behavior change to the areas of physical activity, nutrition, and stress management. The course will be directed toward developing a balance between the demands of school, work, and social lives and understanding the subsequent influence of these behaviors have on the short- and long-term goals for wellness, academics, and future career.

**HSC-H 201 Alternative Careers in Health Science (3 cr.)**

A survey lecture series exploring the diversity of employment options available for students of health sciences. Health care workers from around the region will present their unique career stories and perspectives; fostering an increased awareness of regional health care opportunities. May be repeated twice for total of 6 credits.

**HSC-H 322 Epidemiology and Biostatistics (3 cr.)**

This course introduces the basic concepts of epidemiology and biostatistics as applied to public health. Epidemiology is known as the principal science of public health, and is the study of the distribution and determinants of health conditions or events among populations. Emphasis is placed on the methods of epidemiological investigation, appropriate summaries and displays of data and the use of statistical approaches to describe the health of populations.

**HSC-H 327 Introduction to Public and Community Health (1-3 cr.)**

A foundational overview of public and community health. Includes polices and functions of governmental health organizations, prevention of diseases and injuries in the population, the basic health sciences (epidemiology, behavioral and social sciences, environmental health) and future directions of public and community health.

**AHSC-H 330 Intercultural Health Communication (6 cr.)**

P: P: or C: AHSC-H 301 This course explores issues related to intercultural communication practices. It examines the important role of social, cultural, and historical context in human interactions related to health disparities. This course is designed to increase students understanding of the growing interdependence of nations and peoples and to develop students' ability to apply a comparative perspective to cross-cultural social, economic, and political experiences.

**HSC-H 325 Foundations of Health Education (3 cr.) (pending approval)**

**HSC-H 331 Environmental Health (3 cr.)** This course examines health issues, scientific understanding of

causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries.

**HSC-H 401 Needs and Capacity Assessment (1-3 cr.)**

This course is designed to examine individual, group, and community health needs and capacity assessment strategies, how these strategies can be used to determine and develop goals, effective implementation, and collaboration efforts in community health planning.

**HSC-H 402 Health Policy and Advocacy (3 cr.)**

This course provides an overview of policy decisions related to the organization, financing, and delivery of health care in the global community. Social, ethical, cultural, economic, and political issues that affect the delivery of health services; including community, public and private, are critically analyzed. National and international models for development of health policies and advocacy will be examined. Roles of health care providers and consumers of health care services, as well as government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on health services focused on fitness, lifestyles, and information management.

**HSC-H 411 Psychosocial Behavior Modeling for Fitness and Health (3 cr.)**

Major concepts, theories, and applied approaches for promoting positive behaviors for a healthier life.

**HSC-H 412 Global Health (3 cr.) Offered online.**

This course examines major global health challenges, programs and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, women's and child health, conflicts and emergencies, health inequity, and major global initiatives for disease prevention and health promotion.

**HSC-H 478 Evaluation of Health Programs (3 cr.)**

This course examines the evaluation of health promotion programs, health communication strategies, health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined. Students will have the opportunity to assess, plan, implement, and evaluate a health promotion program.

**HSC-H 434 Diversity and Cultural Competence (3 cr.)**

Diversity and Cultural Competence explores the interaction between culture, behavior, beliefs, and attitudes and health, education, and promotion to create a philosophy of cultural competence.

**HSC-H 477 Community Assessment and Program Planning (1-6 cr.)**

**Equivalent DHYG-H 477.** This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals and objectives that address public health concerns through health education and health promotion programs.

**HSC-H 478 Evaluation of Health Promotion Programs (3 cr.)**

**Equivalent DHYG-H 478.** P: HSC-H 477 Recommended. This course examines the evaluation of health promotion programs, health communication strategies, health status, and health behavior initiatives.

Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined. Students will have the opportunity to assess, plan, implement, and evaluate a health promotion program.

**HSC-H 492 Research in Health Sciences (1-3 cr.)**

Research in health sciences introduces health science students to the basic concepts and techniques of data analysis and research needed in professional health care practice.

**HSC-H 499 Senior Seminar in Health Sciences (1-3 cr.)**

P: Senior status or 90 cr hrs. This course provides a format for the student to develop awareness of personal strengths and competencies as a health professional through development of a personal portfolio.

**HSC-L 320 Health Care Delivery Systems (3 cr.)**

**Equivalent BUS-H 320.** Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

**HSC-M 192 Health Revenue Management and Reimbursement (3 cr.)**

This course addresses key concepts in healthcare system revenue management and health insurance reimbursement. Topics include insurance plans, medical necessity, claims processing, accounts receivable, charge master, DRGs, APCs, edits, auditing, and review. ICD and CPT coding as they relate to the billing function will be reviewed. This course precedes specific billing courses in ICD-10 and CPT coding. It is a requirement for the Health Systems Leadership tracks and covers learning objectives necessary for certification through the AAPC in CPC.

**HSC-M 102 Clinical Experience I (3 cr.) (pending approval)**

**HSC-M 200 Database Design for Health Information Management (3 cr.)**

An introduction to database design with an emphasis on managing data in the health information environment. Topics include using a relational database system to create tables and relationships, perform normalization, and generate user forms and reports. Students conduct a large group project. Additional Information: The course uses MySQL as the relational database management system (RDBMS) to analyze EHR data and create reports using SQL. Complex SQL tasks like Triggers, Procedures, Transactions, and Locks are not covered. Open to nonmajors. No prior HIM knowledge assumed.

**HSC-M 270 Foundations and Principles of Health Information Management (3 cr.)**

This course will focus on human resources management in a Health information Department. Employee scheduling, work flow processes and work design will be discussed. Other issues discussed include employee education and training, employee retention, productivity standards, management of departmental contracts, and day-to-day activities that make-up a Health Information Department.

**HSC-M 301 Electronic Records I (3 cr.)** Record organization for the health care industry; systems and

processes for collecting, maintaining, and disseminating health-related information. Topics include healthcare patient records, electronic health records (EHRs), data collection standards, as well as the legal aspects of health information, coding and reimbursement. Students will receive information about the health information profession, the American Health Information Management Association (AHIMA), and state and local organizations. Students will also gain an understanding of the AHIMA Code of Ethics.

**HSC-M 302 Electronic Records II (3 cr.)**

This online course offered through IUPUI will cover the health record content and format for ancillary health care settings including, but not limited to, regulatory and accreditation requirements, storage and retention needs, privacy and security requirements, classification systems, reimbursement and compliance issues, data collection and reporting and quality issues. The course is intended to provide topics required to successfully pass the national registry exam.

**HSC-M 355 ICD Coding (3 cr.)**

This online course taught through IUPUI will focus on fundamental introductory lessons surrounding the International Classification of Diseases (ICD). Both diagnosis and procedure coding will be studied using ICD-10-CM and ICD-10-PCS classification systems. ICD-9-CM classification system will also be reviewed. Students will learn the use of accurate coding guidelines and with this knowledge, how to apply appropriate diagnosis and procedure codes to medical documentation. Ethical coding guidelines will be studied and reviewed.

**HSC-M 356 ICD Coding Lab (1 cr.)** C: HSC-M 355

Suggested. This online course is a laboratory for HIM-M355 that provides hands-on experience in assigning both ICD-10- CM and ICD-10-PCS classification systems and will be taught through IUPUI. Coding scenarios and actual patient records are used for coding practice which allows the student to focus on correct code assignment and sequencing of codes that follow ethical coding guidelines. Students will also gain hands-on utilizing coding software currently used in the HIM industry.

**HSC-M 358 CPT Coding (3 cr.)**

This course offered online through IUPUI will focus on Current Procedural Terminology (CPT) Coding. Sequencing of procedures as they relate to correct coding guidelines will be included. Study of Healthcare Common Procedure Coding System (HCPCS) will also be included.

**HSC-M 359 CPT Coding Laboratory (1 cr.)** C: HSC-M

358. This course taught online through IUPUI will focus on Current Procedural Terminology (CPT) Coding practice. Sequencing of procedures as they relate to correct coding guidelines will be included and refined through laboratory enrichment. Study of Healthcare Common Procedure Coding System (HCPCS) will also be included for enrichment.

**HSC-M 361 Release of Healthcare Information**

**(3 cr.)** This 8 week course will outline the requirements associated with confidentiality and privacy of health information. This course will focus on Health Insurance Portability and Accountability Act (HIPAA) [code sets and transactions] privacy. This course provides a foundation

for the security and privacy concerns important to the healthcare billing and coding professional.

**HSC-M 366 Leadership for Health Professions (3 cr.) (pending approval)**

**HSC-N 378 Global Nutrition (3 cr.)** This course is an introduction to community and global principles and practice of public health nutrition. It provides an international perspective to public health nutrition.

**HSC-N 201 Introduction to Nutrition (3 cr.)** N201 is offered as an introductory course in human nutrition for students outside of majors in nutrition or dietetics, but interested in learning about the role of food and nutrients in health and wellness. It is developed for entry level students.

**HSC-N 390 Health Promotion and Disease Prevention (3 cr.) Equivalent: DHYG-N 390.** This course will provide students the learning opportunity to travel abroad and provide preventive health care education to a population in great need.

**HSC-N 422 Exercise and Nutrition (1-6 cr.)** P: HPER-N 220 (recommended). Explores the biochemical and physiological rationale for nutrient intake for health, physical fitness, and athletic performance. Specific attention will be given to the role of nutrients in metabolism, analyzing energy needs, fluid balance, diet trends and fads, and the nutritional needs of varying fitness levels and types of exercise.

**HSC-P 110 Survey of Communication Disorders (3 cr.)** Introduction to behavioral and social aspects of communication disorders. Includes a broad overview of human communication, with emphasis on development, adult functions, and cultural differences, in addition to disorders. Also examines general approaches to rehabilitation of the communicatively handicapped and current controversies.

**HSC-P 111 Phonetics for Speech and Hearing Sciences (3 cr.)** Scientific study of speech production, based on the International Phonetic Alphabet. Exercises in transcription.

**HSC-P 201 Speech Anatomy and Physiology (3 cr.)** Introduction to the anatomy and physiology of the speech mechanism, including respiration, phonation, articulation/resonance, nervous system, and audition.

**HSC-P 233 Speech and Language Development (3 cr.)** Covers typical speech and language development in children from birth through adolescence. Provides students with information regarding the phonological, morphological, semantic, syntactic, and pragmatic processes of normal speech and language development. Also explores specific acquisition sequences and the impact of social and cultural influences on communication development.

**HSC-P 275 Human Hearing and Communication (3 cr.)** Examines human hearing and communication, including the physics of sound, auditory anatomy and physiology, and auditory perception; diagnostic audiology, including hearing assessment and screening; rehabilitative audiology, including an overview of hearing aids, cochlear implants, and educational issues for children with hearing loss.

**HSC-P 323 Speech Disorders and Their Management (3 cr.)** Students learn about the nature, assessment and treatment of speech sound disorders in children and adults. Students review the developmental, anatomical and physiological aspects of speech sound production, learn the causes of speech sound disorders, differentiate the characteristics of developmental, sensory, motor and neurological speech sound disorders, analyze assessment results and plan appropriate evidence-based treatment for the various disorders.

**HSC-P 324 Language Disorders and Their Management (3 cr.)** Students learn about the nature, assessment and treatment of language disorders in children and adults. Students review the development and neuroanatomy/physiology of language, learn the causes of language disorders, differentiate the characteristics of congenital and acquired language disorders, analyze assessment results and plan appropriate evidence-based treatment for the various disorders.

**HSC-S 311 Strength and Conditioning Methods (1.5-6 cr.)** P: Prior completion of PHSL-P 261 and PHSL-P 262 recommended. C: Junior status. This course focuses on the principles of physical conditioning, with emphasis on teaching and assessing correct technique in all areas of physical fitness, specifically focusing on resistance training. This course focuses on progressive resistance exercise and its application in physical conditioning. Topics covered will include basic muscle physiology, kinesiology, musculoskeletal adaptation to resistance exercise, modes of training, muscle-specific exercises, and exercise technique.

**HSC-S 374 Exercise EKG and Health Risk Appraisal (3 cr.)** P: A and P recommended Jr or Sr status. This course will introduce the basic concepts, theory, and interpretation of electrocardiograms (ECG/EKG). The use of EKG results in fitness programs that deal with healthy people and with cardiac rehabilitation patients will be discussed. Additionally, the pathophysiology of common heart conditions, the exercise related limitations of individuals with cardiovascular disease, increased age, and other health related risks will also be reviewed.

**HSC-S 391 Biomechanics (1-6 cr.) Recommended for students seeking ACSM cert or grad school.** P: Jr/ Sr standing; HSC-S 311 recommended. An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; analysis of selected sports activities.

**HSC-S 409 Physiology of Exercise (3 cr.)** P: Prior completion of PHSL-P 261 and PHSL-P 262 required. This course focuses on the principles of physical conditioning, with emphasis on the physiology of physical fitness, exercise, sports, and endurance related activities. Exercise physiology is an evaluation of the acute responses and some chronic adaptations of the body to the stresses of exercise. This course is part of the track curriculum for Sports and Exercise Science degree and emphasizes the knowledge basis necessary for certification for the ACMS EP-C.

**HSC-S 416 Sports Management and Marketing (3 cr.)** This course discusses business management principles and operational guidelines to the fitness practitioner. Topics include facility management, organizational

program operation, member service, health and safety facility standards, finance maintenance, evaluation and planning processes, strategic planning, and facility design. Development of effective marketing campaigns and effective communication techniques will also be covered.

**HSC-S 419 Fitness Assessment and Exercise Prescription (3 cr.)** P: Completion of HSC-S 409 required. This is a lecture and laboratory course designed to provide students with a basic understanding of laboratory and field assessment techniques used in exercise physiology and fitness/wellness facilities. This course will emphasize performance of fitness assessments, interpretation of the assessments, and exercise program design principles for cardiovascular fitness, muscular strength and endurance, body composition, balance, and flexibility.

**HSC-S 420 Exercise for Special Populations (3 cr.)** **Equiv: HPER-P 420 (IUPUI); SPH-K 420 (BL).** C: HSC-S 419 / Junior/Senior status. The course is designed to be a culminating experience for the fitness specialist student to demonstrate practical application of the theory, techniques and skills of safe, effective, efficient exercise leadership and program design in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the nationally recognized ACSM Exercise Physiologist Certification (EP-C).

**HSC-W 314 Ethics and Health Professionals (3 cr.)** **Offered Online.** Current trends in the ethical conduct and issues that concern health professionals and spheres of the contemporary health care arena are analyzed through the use of case studies, articles, and video presentations.

## History | HIST

Pictured | **Owen Kinney** | *Elementary Education, History* | Elkhart, Indiana (hometown)

### 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 usually 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 growth 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.)** Reconstruction, industrialism, immigration, urbanism, culture, foreign policy, progressivism, World War I.

**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.

**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 in 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 September 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.)** Study and analysis of selected historical issues and problems across more than one period of western European history. Topics vary but usually cut across

fields, and religions and periods. May be repeated for up to 6 credits.

**HIST-B 342 Women in Medieval Society (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.

**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 Later 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; over population, 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 to present. I. 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression. II. 1930-present: depression politics; crisis of democracy; German National Socialism. World War II; cold war; postwar reconstruction and recovery.

**HIST-B 362 Europe in the Twentieth Century II (3 cr.)** Economic, social, political, and military-diplomatic developments, 1900 to present. I. 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression. II. 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 II (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-B 391 Themes in World History (3 cr.)** The shared experience of humankind from earliest times to the present. Topics include the Neolithic 'evolution,' Eurasian and African cultural exchanges, the era of European reconnaissance, the development of the world-economy, 'under-development,' and contemporary world inter-relationships.

**HIST-C 386 Greek History from the 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 Medieval and Modern Near East I (3 cr.)** Rise of Islam to the fall of Baghdad to Mongols. Muhammed, Prophet and statesman; Islam; Muslim commonwealth Medina; Orthodox Caliphate; Wars of Apostacy 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 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.)** Study and analysis of selected historical issues and problems of limited scope. Topics will vary but usually cut across fields, regions, and period. May be repeated 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 385 Modern China (3 cr.)** A survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties, highlighting social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies.

**HIST-G 387 Contemporary China (3 cr.)**

**HIST-G 369 Modern Japan (3 cr.)** Western impact and social and intellectual change in late Tokugawa Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war, defeat, U.S. occupation, and renewal in the twentieth century, social and economic structures, religious systems, gender, science and art, and Japan's interaction with its East Asian neighbors.

**HIST-G 410 China, Japan and the United States in the 20th and 21st Century (3 cr.)** A comprehensive overview of the relationship between China, Japan, and the U.S.

in the 20th and 21st Centuries by studying their foreign policies in the contexts of interactions with one another and their relative international impact, from the beginning of Japanese and Chinese modernization in the late 19th century to the present.

**HIST-G 465 Chinese Revolutions and the Communist Regime (3 cr.)** Contemporary China, stressing recent socio-economic-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.

**HIST-H 101 The World in the Twentieth Century I (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.)** Ancient civilization, Germanic Europe, feudalism, medieval church, national monarchies, Renaissance.

**HIST-H 114 History of Western Civilization II (3 cr.)** Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism; national monarchies, Industrial Revolution, capitalism and socialist movements; nationalism, imperialism, international rivalries, wars.

**HIST-H 124 Latino and African American Civil Rights Movement (3 cr.)** This course covers the history of the African American and Latino Civil Rights Movements of the mid-twentieth century. Writings and speeches by leaders in each movement will be compared. **Offered as part of the Summer Leadership Academy.**

**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 19th and 20th centuries. China and Japan receive primary consideration; Korea and Vietnam, secondary. Emphasis on the rise of nationalism and other movements directed toward revolutionary change.

**HIST-H 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 to 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, which emphasis on the interrelationships 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 from the perspective of arts and humanities. Topics will vary but will 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 fieldwork in private and public institutions.

**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.) J 495 is the designated CAPSTONE course required of all History majors.** 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 I (3 cr.)** Equivalent of History H105 for honors students. Colonial period, Revolution, Confederation, and Constitution, national period to 1877.

**HIST-S 106 American History: Honors Survey II (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, ideas of truth, ideas of beauty, ideas of community, ideas of nature, ideas of 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 - focus. 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 will vary in content and major themes, but all will employ case studies to examine the philosophical, cultural, institutional, and social impact of science on our lives. Departmental fliers, available at registration time, will describe each section in detail.

**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. Departmental fliers, available at registration time, will describe each section in detail. May be repeated once for credit with a different topic for a maximum of 6 credit hours.

### HPSC-X 303 Introduction to 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, space-time, freewill, the science of human behavior.

**HPSC-X 336 Religion and Science (3 cr.)** Covers ancient Egypt to the 20th 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

Pictured | **Kevin Schascheck II** | *Finance* | La Porte, Indiana

**Club affiliation** | Vice President, Student Government Association

### 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

Pictured | **Camden Lindsey** | *B.S. Informatics* | Bremen, Indiana (hometown)

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**INFO-C 100 Informatics Foundations (3 cr.)** Introduction to informatics, basic problems solving and elementary programming skills. It also provides a survey of computing tools in the context of selected disciplines (cognates).

**INFO-C 112 Tools for Informatics: Programming and Databases (3 cr.)** C: INFO-C 100. This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

### INFO-C 201 Mathematical Foundations of Informatics (3 cr.)

P: MATH-M 118. An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

### INFO-C 210 Problem Solving and Programming I

**(3 cr.)** P: INFO-C 100, INFO-C 112. First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

### INFO-I 101 Introduction to Informatics (4 cr.)

P: Must have earned a math ALEKS assessment score of 10 or better to enroll. Notes: Computer Science and Informatics Majors should take MATH courses concurrently. Credit not given for both CSCI-B 100 and INFO-I 101. Problem solving with information technology; introduction to information representation, relational databases, system design, propositional logic, cutting edge technologies; CPU, operating systems, networks; laboratory emphasizing information technology including webpage design, word processing, and databases using tools available on campus.

### INFO-I 201 Mathematical Foundations of Informatics (4 cr.)

P: MATH-M 118 with a grade of C or better. Recommended: INFO-I 101. 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 or CSCI-B 100 or CSCI-C 101. Must have earned a grade of C- or better in the prerequisite course. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant frameworks, popular and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

**INFO-I 210 Information Infrastructure I (4 cr.)** P: INFO-I 101 or CSCI-B 100. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course; and a grade of C or better in MATH-A 100 or a minimum 36 ALEKS assessment score. Notes: Credit not given for both INFO-I 210 and CSCI-C 101. This course introduces software architectures of information systems and basic concepts and procedures of system and application development. Course topics include PHP programming syntax; procedural programming fundamentals; principles of developing dynamic, database-driven applications for the World Wide Web; relational database concepts; and basic MySQL statements.

**INFO-I 211 Information Infrastructure II (4 cr.)** P: INFO-I 210 or CSCI-C 101. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course. Notes: Credit not given for both INFO-I 211 and CSCI-C201. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems.

**INFO-I 213 Web Site Design and Development (3 cr.)** P: INFO-I 101 or CSCI-B 100 or CSCI-C 101 or CSCI-A 201. Must have earned a grade of C- or better in the prerequisite course. Introduction to web site design and development covering high-level concepts in addition to hands-on activities. Topics include internet infrastructure, client-side technologies, embedded media, page design, site design, usability and other topics. Technologies to be covered include XHTML, JavaScript, and cascading style sheets. I

**INFO-I 300 Human-Computer Interaction Design and Programming (3 cr.)** P: INFO-I 211 with a grade of C- or better. 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 or CSCI-C201. Must have earned a grade of C- or better in the prerequisite course. 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; and INFO-I 211 or CSCI-C 201. Must have earned a grade of C- or better in all the prerequisite courses. 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: CSCI-C 201 or INFO-I 211 or INMS-N 300 or TEL-T 283 or Instructor approval. 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 or CSCI-C 243. Must have earned a grade of C- or better in the prerequisite course. 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: INFO-I 308 or CSCI-C 243; and additional pre-reqs vary by topic; or department permission. Must have earned a grade of C- or better in all prerequisite courses. Variable topics. 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. Must have earned a grade of C- or better in all prerequisite courses. 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 421 Applications of Data Mining (3 cr.)** P: INFO-I 211 or CSCI-C201. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course; and MATH-M 261 or MATH-K 310 or MATH-K 300 or SOC-S 351 or BIOL-L 337 or a statistics course (300-level or higher). Must have earned a grade of C or better in the MATH prerequisite course. The course explores the use of data-mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information.

**INFO-I 450 Design and Development of an Information System (3 cr.)** P: INFO-I 308 or CSCI-C 243. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course; Note: Credit not given for both INFO-I 450 and CSCI-C 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 or CSCI-C308. Must have earned a grade of C- or better in the CSCI/INFO prerequisite course; Notes: Credit not given for both INFO-I 451 and CSCI-C 442. 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: Informatics director approval and instructor approval and completion of 100- and 200-level requirements in informatics. Must have earned a grade of C- or better in all prerequisite courses. Independent readings and research related to a topic of special interest to the student. Written report required.

## Integrated New Media Studies | INMS

Pictured | **Joe Sage** | *Video/Motion Media / Minor in Informatics* | Elkhart, Indiana (hometown)  
Photo credit | **Joseph Rocco** | *Graphic Design* | La Grange, Illinois (hometown)

### 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.)**  
P: INMS-N 112, INMS-N 283, or TEL-T 283; or permission of instructor. 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 111 New Media Composition and Aesthetics I (3 cr.)** Exploration of new media tools, concepts, and uses. Contemporary vector production software paired with systematic examination of basic two-dimensional and additive color concepts for new media applications and screen-based presentation.

**INMS-N 112 New Media Composition and Aesthetics II (3 cr.)** P: INMS-N 111 or permission of instructor. Continued exploration of new media tools, concepts, and uses. Contemporary raster production software paired with systematic examination of new media image manipulation. Introduce digital workflows for deploying animation, video, web, and audio.

**INMS-N 201 Digital 3D Art and Design 1 (3 cr.)** P: INMS-N 112 or permission of instructor. Exploration of digital

three dimensional (3D) design. Students work with current basic 3D modeling techniques as well as mesh generated models. Students explore personal object and/or 3D character creation while solving assigned problems.

**INMS-N 212 Interactive Game Design 1 (3 cr.)** P: 3 cr hr of any INMS class or permission of instructor. Introduces fundamental principles of video game production using current introductory software.

**INMS-N 283 Introduction to Production Techniques and Practices (3 cr.)** Introduction to the production process in the studio and in the field.

**INMS-N 300 Video Art (3 cr.)** P: One of the following: FINA-P 273, FINA-S 291, FINA-S 296, INFO-I 101, INMS-N 112, INMS-N 283, JOUR-J 210, MUS-T 120, or TEL-T 283. 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 302 Digital 3D Art and Design 2 (3 cr.)** P: INMS-N 201 or permission of instructor. Continued exploration of digital three dimensional (3D) design. Students work with current basic 3D modeling techniques as well as vector or Non-uniform rational B-spline generated models and manipulation of peripherals for digital 3D such as scanners, cameras, and printers. Students explore personal object creation and develop dimensionally stable consumer objects for 3D printing while solving assigned problems.

**INMS-N 303 Digital 3D Art and Design 3 (3 cr.)** P: INMS-N 302 or permission of instructor. Exploration of digital three dimensional (3D) animation. Students work with current basic 3D modeling, rendering and motion. Students explore personal character and narrative creation while solving assigned problems.

**INMS-N 308 Integrated New Media Studies Internship (3 cr.)** P: Permission of instructor. Provides a supervised experience during which students work for practitioners and clients in a professional environment.

**INMS-N 313 Interactive Game Design 2 (3 cr.)** P: INMS-N 111 and INMS-N 212; or permission of instructor. Intermediate concepts in video game and web game production including in-game user interface design and world creation. This course covers the introduction of game engines and related game development software.

**INMS-N 322 Cinema in New Media (3 cr.)** P: one of the following: FINA-S 300, INMS-N 283, INMS-N 300, TEL-T 283; or permission of instructor. Cinema in New Media is a studio course based in the non-traditional uses of film and video as art. Beginning with the experimental films and animations of Vertov, Ruttmann, Eggeling, and others in the early 20th century, the course will survey major genres, traditions, and movements in art in which first film and then video have played a significant, even defining role. Examples include Surrealism, Dada, Fluxus, experimental narrative and documentary, feminist art, sound art, and performance. Building on an understanding of movements and artists presented in this survey, students will create

their own work, first in stepped exercises, then in their own finished pieces intended for public exhibition. I, II

**INMS-N 325 Multimodal Design (3 cr.)** P: INFO-I 213 or instructor permission. 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.

**INMS-N 337 Advanced Motion Graphics and Compositing (3 cr.)** P: INMS-N 302, TEL-T 336, or permission of instructor. Advanced Motion Graphics and Compositing addresses techniques in video & motion media special effects, image composition, and motion graphics as utilized by contemporary artists and commercial media developers. Lectures and demonstrations are paired with stepped exercises leading to students' independent projects intended for public exhibition and/or resume. II

**INMS-N 369 Interactive Multimedia (3 cr.)** P: INFO-I 213 and INMS-N 300; or permission of instructor. 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.

**INMS-N 414 Interactive Game Design 3 (3 cr.)** P: INMS-N 112 and INMS-N 313; or permission of instructor. Design and development of portfolio-ready video games. Course subject matter facilitates playability testing, integration of graphics, integration of audio, game environments, and character creation.

**INMS-N 427 Advanced Integrated New Media Workshop (3 cr.)** P: INMS-N 300, INMS-N 337, or permission of instructor. 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-N 430 Topical Seminar in New Media (3 cr.)** P: One of the following: INMS-N 201, INMS-N 212, INMS-N 283, TEL-T 273, TEL-T 283, or permission of instructor. Exploration of design or production problems and issues in telecommunications. Topics vary.

**INMS-N 442 Workshop in Integrated Web Design 2 (3 cr.)** P: INFO-I 213 or permission of instructor. Advanced study in web design with emphasis on developing a personal aesthetic direction and preparing a portfolio of finished works. Continued implementation of integrated web design principles and visitor data collection. Student proposed and professor approved projects focused in current or recent web design techniques and issues. Current scripting languages or content management systems examined and utilized.

**INMS-N 443 Workshop in Integrated Web Design 3 (3 cr.)** P: INFO-I213 and INMS-N325; or INMS-N 337; or permission of instructor. Advanced study in web design with emphasis on developing a personal aesthetic direction and preparing a portfolio of finished works. Continued implementation of integrated web design principles and visitor data collection. Student proposed and professor approved projects focused in current

or recent web design techniques and issues. Current scripting languages or content management systems examined and utilized.

**INMS-N 444 Workshop in Integrated Web Design (3 cr.)** P: INFO-I 213 or permission of instructor. Advanced study in web design with emphasis on developing a personal aesthetic direction and preparing a portfolio of finished works. Continued development of integrated web design principles and user actuated data collection. Student proposed and professor approved projects focused in current web design techniques and issues. Current content management systems examined and utilized. This class may be repeated up to three times for credit and must be completed at least twice for INMS majors seeking a concentration in Interactive Media Design. Repetitions, a process similarly used in other studio majors, will be tracked and managed by the INMS department faculty so that the student produces a portfolio of increasingly complex and professionally accomplished work with each class repetition.

**INMS-N 497 Independent Stud in New Media (3 cr.)** P: Permission of instructor. Advanced independent creative work in a new media genre of the student's choice, under the supervision of the instructor. Emphasis on self-motivation and self-direction, in addition to intensive furthering of skills and concepts already obtained in studio classes. Work from this independent study will contribute to the student's public exhibition portfolio.

**INMS-S 250 Graphic Design 1 (3 cr.)** P: FINA-F 102 or INMS-F 102. 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.

**INMS-S 499 Bachelor of Fine Arts Review in Integrated New Media Studies (0 cr.)** P: Permission of instructor. Final portfolio review for B.F.A. in Integrated New Media Studies.

## International Studies | INTL

Pictured | **Samantha Blair** | *Psychology / World Language Studies* | Granger, Indiana (hometown)  
Photo credit | **Lisa Zwicker** (Berlin, Germany)

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### International Studies | INTL

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

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**INTL-I 490 International Studies Capstone Seminar (3 cr.)** Interdisciplinary seminar dealing with major issues and problems of the contemporary global environment.

**INTL-I 498 Internship in International Studies (1-3 cr.)** Provides students with an opportunity to receive academic credit for a part-time or full-time internship experience within the U.S. or overseas. Allows students to apply the knowledge gained through course work in International Studies to the work world, thereby developing additional knowledge and skills and exposing them to professional career options. I, II May be repeated for up to 6 credits.

## 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 Reporting, Writing, and Editing I (3 cr.)** P: ENG-W 131 or its equivalent. Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

**JOUR-J 210 Visual Communication (3 cr.)** Theories of visual communication including human perception, psychology of color, and principles of design. Application of those theories to photography, video, and computer graphic design in news communication.

**JOUR-J 290 Internship in Journalism (1-3 cr.)** Completion of or concurrent enrollment in JOUR-J 200. Work as staff member on campus publications. Work will include reporting, writing, layout and pasteup work, photo work, and advertising sales work.

**JOUR-J 300 Communications Law (3 cr.)** 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 systems.

**JOUR-J 303 On-Line Journalism (3 cr.)** Pending final approval

**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 News Editing (3 cr.)** P: JOUR-J 341. Workshop in fundamentals of editing daily news for both print and online formats. Emphasis on news judgment, fairness, accuracy, editorial balance, grammar, style, language fluency, leadership skills, legal concerns and ethics in the newsroom. Practice in editing copy, writing headlines and cutlines, designing print and online pages, working with multimedia features and making sound, ethical decisions on deadline.

**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 375 Race, Gender and the Media (3 cr.)** Pending final approval.

**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 will plan, write, and edit 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 non-profit 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 materials 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.

**JOUR-J 510 Media and Society Seminar (3 cr.)** Pending final approval.

**JOUR-J 514 International Communication (3 cr.)**

Pending final approval.

**JOUR-J 529 Public Relations Campaigns (3 cr.)**

Pending final approval.

**JOUR-J 560 Topics Colloquium (3 cr.)**

Pending final approval.

**JOUR-J 574 Gender and Media (3 cr.)**

Pending final approval.

**JOUR-J 614 Globalization, Media, and Social Change (3 cr.)**

Pending final approval.

**JOUR-J 672 Topics in Communication Law (3 cr.)**

Pending final approval.

**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.)**

A survey of labor unions in the United States, focusing on their organization and their representational, economic and political activities. Includes coverage of historical development, labor law basics, and contemporary issues.

**LSTU-L 101 American Labor History (3 cr.)** A survey of the origin and development of unions and the labor movement from colonial times to the present. The struggle of working people to achieve a measure of dignity and security will be examined from social, economic and political perspectives.

**LSTU-L 110 Introduction to Labor Studies: Labor and Society (3 cr.)** This course will introduce students to the interdisciplinary and advocacy approach of labor studies. Exploring labor's role in society, the class will look at how unions have changed the lives of working people and contributed to better social policies. Discussions will highlight the relationship of our work lives to our nonwork lives and will look at U.S. labor relations in comparative framework.

**LSTU-L 104 Introduction to the Study of Labor History (3 cr.)**

What can be learned from labor history? This class explores both central issues as well as historical methodologies looking at primary and secondary sources, considering bias and interpretation. Focusing on a few central questions and events, this class serves as an orientation for the study of labor history.

**LSTU-L 190 Labor Studies Degree (1 cr.)**

Required for all DLS majors. This course will provide an introduction to the Labor Studies degree. 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 on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC)

credit. Applies only as elective credit to labor studies degrees.

**LSTU-L 200 Survey of Employment Law (3 cr.)** Statutes and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, social security, retirement income protection, privacy and other rights.

**LSTU-L 201 Labor Law (3 cr.)** A survey of the law governing labor-management relations. Topics include: the legal framework of collective bargaining; problems in the administration and enforcement of agreements; protection of individual employee rights.

**LSTU-L 203 Labor and the Political System (3 cr.)**

Federal, state and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of political participation, past and present; relationships with community and other groups.

**LSTU-L 205 Contemporary Labor Problems (3 cr.)**

An examination of some of the major problems confronting society, workers, and the labor movement. Topics may include: automation, unemployment, international trade and conglomerates; environmental problems, minority and women's rights; community relations; changing government policies.

**LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.)**

Examines policies and practices that contribute to workplace discrimination and those designed to eliminate it. Explores effects of job discrimination and occupational segregation. Analyses Title VII, the American with Disabilities Act, and related topics in relation to broader strategies for addressing discrimination.

**LSTU-L 220 Grievance Representation (3 cr.)**

Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions.

**LSTU-L 230 Labor and the Economy (3 cr.)**

Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect on workers, unions, and collective bargaining of unemployment, investment policy, and changes in technology and corporate structure. Patterns of union political and bargaining response.

**LSTU-L 231 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 and explore alternatives to these policies.

**LSTU-L 240 Occupational Health and Safety (3 cr.)**

Elements and issues of occupational health and safety. Emphasis on the union's role in the implementation of workplace health and safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular the OSH Act of 1970.

**LSTU-L 250 Collective Bargaining (3 cr.)** 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.)** Designed to provide collective bargaining simulations and other participatory experiences in conjunction with L-250.

**LSTU-L 255 Unions in State and Local Government (3 cr.)** Union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

**LSTU-L 260 Leadership and Representation (3 cr.)** Organizational leadership issues for the union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and condition building.

**LSTU-L 270 Union Government and Organization (3 cr.)** An analysis of the growth, composition, structure, behavior and governmental processes of U.S. labor organizations, from the local to the national federation level. Consideration is given to 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.)** Explores various approaches and problems in private and public sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments to committee building and leadership development.

**LSTU-L 285 Assessment Project (1 cr.)** Capstone experience for associate degree students.

**LSTU-L 290 Topics in Labor Studies (1-3 cr.)** This is a number under which a variety of topics can be addressed in classroom-based programs on the campuses. Courses may focus on contemporary or special areas of labor studies, such as union education; others are directed toward specific categories of employees and labor organizations. LSTU-L 290 can be repeated for credit with different subjects. The transcript will show a different subtitle each time the course is taken.

**LSTU-L 299 Self-Acquired Competency, Labor Study (1-15 cr.)** Credit for labor-related competencies demonstrated, assessed, and approved according to established procedures.

**LSTU-L 315 The Organization of Work (3 cr.)** Examines how work is organized and jobs are evaluated, measured and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

**LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.)** The course explores the fundamental basis for ethical decision making in a workplace, both unionized and

nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

**LSTU-L 320 Grievance Arbitration (3 cr.)** P: LSTU-L 220 or with permission of instructor. The legal and practical context of grievance arbitration, its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings.

**LSTU-L 330 Global Comparisons: Labor Relations-Examples from Three Continents (3 cr.)** A political economy framework explores labor relations from at least three continents analyzing diverse approaches to twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, enforcement challenges of labor and employment law, and union and nonunion political and bargaining responses.

**LSTU-L 331 Global Problems: Local Solutions (3 cr.)** The course examines local manifestations of global problems confronting society, workers, and labor by analyzing issues, creating solutions/activities to address these issues. Governmental, non-governmental, and charitable organizations that aid with local problems are examined and students design solutions for global situations characterized by flexibility, insecurity, and geographic mobility.

**LSTU-L 350 Issues in Collective Bargaining (3 cr.)** 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.)** Practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. Addresses the needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce.

**LSTU-L 370 Labor and Religion (3 cr.)** This course has primarily a historical focus. It looks at the relationship between religion and the labor movement as it developed in the United States over the course of the 19th and 20th centuries. It attempts to uncover the tradition in which workers of faith have connected their religious values to their more secular concerns for social justice.

**LSTU-L 380 Theories of the Labor Movement (3 cr.)** Perspectives on the origin, development, and goals of organized labor. Theories include those which view the labor movement as: a business union institution; an agent for social reform; a revolutionary force; a psychological reaction to industrialization; a moral force; and an unnecessary intrusion.

**LSTU-L 385 Class, Race, Gender, and Work (3 cr.)** Historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.

**LSTU-L 390 Topics in Labor Studies (3 cr.)** Advanced courses in areas described under L290. 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 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.)**

Application of knowledge gained in the classroom in fieldwork experience. May be repeated for a maximum of 6 credit hours.

**LSTU-L 430 Labor Research Methods (3 cr.)** Study of research design, methods, techniques, and procedures applicable to research problems in Labor Studies.

#### **LSTU-L 480 Senior Seminar or Readings (3 cr.)**

Designed as either a class room seminar or directed reading. This course 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.)** Advanced courses, including seminars, geared to specialized labor populations, issues, and areas of discipline. 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 Study (1-6 cr.)** A contract course to suit the special and varied needs and interests of individual students. The contract with the faculty member might include reading, directed application of prior course work, tutorials, or internships. Competencies 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.)** Credit for labor-related competencies demonstrated, assessed and approved according to established procedures.

## **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

Pictured | **Shaytia Messick** | *Elementary Education, Special Education / Minor in Mathematics* | Elkhart, Indiana (hometown)

### Mathematical Science | MATH

P Prerequisite | C Co-requisite | R Recommended

**MATH-A 100 Fundamentals of Algebra (4 cr.)** P: ALEKS Assessment score greater than 15. 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.

**MATH-K 300 Statistical Techniques for Health Professions (3 cr.)** P: C or higher in MATH-A 100 or ALEKS Assessment score greater than 35. 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 conception to real situations in client care.

**MATH-K 310 Statistical Techniques (3 cr.)** P: C- or higher in MATH-M 115, C- or higher in MATH-M 125, or ALEKS Assessment score greater than 60. 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.

**MATH-M 107 College Algebra (3 cr.)** P: C or higher in MATH-A 100 or equivalent, or ALEKS Assessment score greater than 35. 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.

**MATH-M 108 Quantitative Reasoning (3 cr.) Satisfy CW Gen Ed Fund Lit QR** P: C or higher in MATH-A 100 or ALEKS Assessment score greater than 30. Topics include numerical reasoning, descriptive statistics, and linear and exponential modeling as used in solving problems typically encountered in everyday life. Emphasis is on analytic thinking, argumentation and mathematical

writing. Computers (spreadsheets, internet) and graphing calculators are used.

**MATH-M 111 Mathematics in the World (3 cr.) Satisfy CW Gen Ed Fund Lit QR** P: C or higher in MATH-A 100 or ALEKS Assessment score greater than 30. 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.

**MATH-M 115 Precalculus and Trigonometry (5 cr.)** P: C- or higher in MATH-M 107 or equivalent, or ALEKS Assessment score greater than 50. 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.

**MATH-M 118 Finite Mathematics (3 cr.)** P: C or higher in MATH-A 100 or equivalent, or ALEKS Assessment score greater than 35. Set theory, logic, permutations, combinations, simple probability, conditional probability, Markov chains.

**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 ALEKS Assessment score greater than 60. 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. Sets, limits, derivatives, integrals, and applications.

**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.

**MATH-M 125 Pre-Calculus Mathematics (3 cr.)** P: C- or higher in MATH-M 107 or equivalent, or ALEKS Assessment score greater than 50. 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.

**MATH-M 126 Trigonometric Functions (2-3 cr.)** P: C- or higher in MATH-M 125 or ALEKS Assessment score greater than 60. 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, exponential, and logarithmic functions and to prepare for course in calculus.

**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. It 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. It covers application of the integral, limited 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 ALEKS Assessment score greater than 75. Credit given for only one of the following: MATH-M 119, MATH-M 208, MATH-M 215. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

**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. Limits, continuity, derivatives, definite and indefinite integrals, applications, techniques of integration, infinite series.

**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.

**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 and nonlinear least square regression equation for prediction and forecast.

**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.

**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.

**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. 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.

**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.

**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. Not open to students who have received credit for MATH-M 403, MATH-M 413, or MATH-M 420.

**MATH-M 403 Introduction to Modern Algebra I (3 cr.)** P: MATH-M 301 and MATH-M 347 or MATH-M 391. Study of groups, rings, field extensions, with applications to linear transformations.

**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.

**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, congruence, primitive roots,

Diophantine equations, quadratic residues, sums of squares.

**MATH-M 409 Linear Transformations (3 cr.)** P: MATH-M 301. The study of linear transformations of a finite dimensional vector space over the complex field. Canonical forms similarity theory; inner products 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.

**MATH-M 414 Introduction to Analysis 2 (3 cr.)**  
P: MATH-M 413. Continuation of Math-M 413. Functions of several variables, Taylor series, extreme values. Manifolds in Euclidean space, Implicit function Theorem, Inverse Function Theorem. Divergence Theorem and other classical theorems of vector calculus. Special topics.

**MATH-M 415 Elementary Complex Variables (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.

**MATH-M 420 Metric Space Topology (3 cr.)** P: MATH-M 347 or MATH-M 391. 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 will 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 or MATH-M 391. 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 445 Probability Theory for Risk Management (3 cr.)** P: MATH-M 463. Single and multivariate probability distributions, functions of random variables, mixed distributions, probability inequalities, basic concepts of risk management and insurance, probability models and methods for quantitative risk assessment, preparation for SOA/CAS Exam P/1.

**MATH-M 446 Financial Mathematics (3 cr.)** P: MATH-M 451 with a grade of C- or better or instructor's consent. This course is a continuation of Math-M451,

the Mathematics of Finance, and prepares students for the second professional actuarial examination, Exam2/ Financial Mathematics(FM). Topics include the rate of return of an investment, term structure of interest rates, cash flow duration, cash flow convexity and immunization. This course will also offer an introduction to derivative securities such as forwards, options and futures. Basic insurance strategies will also be covered.

**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.

**MATH-M 448 Mathematical Models and Applications II (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.

**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 I (3-4 cr.)** C: MATH-M 311. Counting techniques, the meaning of probability. Random experiments, conditional probability, independence. Random variables, expected values and standard deviations, moment generating functions, important discrete and continuous distributions. Poisson processes. Multivariate distributions, basic limit laws such as the central limit theorem.

**MATH-M 466 Introduction to Mathematical Statistics (3 cr.)** P: MATH-M 463. Rigorous mathematical treatment of problems in sampling and statistical inference. Sufficient statistics, exponential distributions, monotone likelihood ratio, most powerful tests, minimum variance estimates, shortest confidence intervals, linear models and analysis of variance, nonparametric methods.

**MATH-M 467 Advanced Statistical Techniques I (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-way and two-way layouts under various models, multiple comparison.

**MATH-M 468 Advanced Statistical Techniques II (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.)** Interpolation and approximation of functions, numerical integration

and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

**MATH-M 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, initial and boundary value problems for ordinary differential equations, 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 mathematics study. It is held in December each year. This problem seminar is designed to help student prepare for the examination.

**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 concept of arbitrage and risk-neutral pricing are introduced within the context of dynamical 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. 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. 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 ALEKS Assessment score greater than 35. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Only open to elementary education majors.

**MATH-T 102 Mathematics for Elementary Teachers II (3 cr.)** P: C or higher in MATH-T 101. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics.

**MATH-T 103 Mathematics for Elementary Teachers III (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.

**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 exploration of geometric concepts and constructions.

**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 with permission of the instructor.

**MATH-W 109 Mathematical Typesetting (1-2 cr.)** This course introduces the creation of mathematical and scientific documents in the universal typesetting software LATEX.

**MATH-M 295 Readings and Research (1-3 cr.)** Admission only with permission of a member of the Mathematics Faculty who will act as supervisor. Does not count toward divisional distribution requirements.

## Microbiology | MICR

Pictured | **Adriana Celis** | *Biological Sciences / Psychology* | Elkhart, Indiana (hometown)

### 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. Completion of ENG-W 130 or higher. 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. An 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). 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

Pictured | **Mariah Guillaume** | *Music / Instrumental* | Elkhart, Indiana (hometown)

### 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 443 Junior Baritone Horn Recital (1 cr.)**

**MUS-B 420 Trumpet Undergraduate Major (1-6 cr.)** Applied music.

**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 720 Trumpet 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 820 Trumpet 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 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 (1-2 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.

**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 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 505 Graduate Music History Review 1 (0 cr.)** P: Placement exam. This course surveys music in European culture from antiquity to 1750 and constitutes the first course in the music history sequence.

**MUS-M 506 Graduate Music History Review 2 (0 cr.)** This course surveys music in European and American culture from 1750-1945 and constitutes the second course in the music-history sequence.

**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 501 Graduate Piano Review 1 (0 cr.)**  
P: Placement exam. Group instruction in piano for graduate music students. Emphasis on diatonic and chromatic keyboard harmony, scales, arpeggios, transposition and intermediate literature.

**MUS-P 502 Graduate Piano Review 2 (0 cr.)** Group instruction in piano for graduate music students. Emphasis on keyboard harmony, scales, arpeggios, transposition, intermediate literature, and sight-reading of four-part chorales.

**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 Maor (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 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 Sight-singing 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 Sight-singing 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-T 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 Sight-singing 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 Sight-singing 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 501 Graduate Theory Review 1 (0 cr.)** P: Placement exam. This course explores elements which make music aurally and visually comprehensible and their application. Diatonic harmony realization, harmonization, introduction to modulation, as well as analysis of works of the Baroque and Classical periods are covered in this courses.

**MUS-T 502 Graduate Theory Review 2 (0 cr.)** This course explores elements which make music aurally and visually comprehensible and their application. Chromatic harmony realization, harmonization, advanced modulation techniques, as well as analysis of works of the Classical and Romantic periods are covered in this course.

**MUS-T 504 Graduate Aural Skills Review 2 (0 cr.)** P: Placement exam. This course will focus on the development of solid skills in solfege singing and aural perception. These important tools are the means by which you will interact with and understand the music you encounter as performers, teachers, composers, and theorists. Continuation of MUS-T503.

**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 810 Flute and Piccolo Graduate Minor (2-4 cr.)****MUS-W 910 Flue/Piccolo 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 2 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 3 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 40 University Instrumental Ensembles (0-2 cr.)**  
P: Audition. Open to all students. University instrument ensemble I, II

**MUS-X 70 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**

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**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 a 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.

**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

**NURS-B 231 Communication Skills for the Health Professionals (3 cr.)** Students in this course will focus on basic communication skills essential for working with clients of various ages and health care professionals. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals, within groups, and through electronic media.

**NURS-B 232 Introduction to 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.

**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.

**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.

**NURS-B 248 Science and Technology of Nursing (2-4 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 life-span. Taken concurrently with NURS-B 249. I, II

**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

**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 structural 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

**NURS-B 304 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 331 Transition to Baccalaureate Nursing Practice (3 cr.) RN-BSN.** This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine inter and intra professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

**NURS-B 344 Comprehensive Nursing Health Assessment (3 cr.) RN-BSN.** This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and

auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

**NURS-B 403 Gerontological Nursing (3 cr.) RN BSN** This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A. Hartford foundation; Institute for Geriatric nursing.

**NURS-B 404 Informatics (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. I

**NURS-F 572 Primary Health Care Nursing-Children (2-3 cr.)** This course prepares the graduate family nurse practitioner (FNP) student with a knowledge base for the following topics: Developmental and Functional Milestones, Health Maintenance and Screening, Risk Factor Assessment; and the following systems: HEENOT, Respiratory, Cardiovascular, Dermatology/Infectious diseases/ GI and GU/renal, for clinical decision making for individuals and families across the lifespan. FNP roles include preventative healthcare and wellness education as well as the assessment, diagnosis and treatment of acute and chronic illnesses in a primary care setting.

**NURS-F 574 Primary Health Care Nursing of 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. II

**NURS-F 576 Primary Health Care Nursing of Women (2-3 cr.)** This course enables students to develop a knowledge base for clinical decision-making in 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 chronic illnesses in women. S

**NURS-F 578 Primary Health Care Nursing of Families (6 cr.)** Enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. II

**NURS-F 580 Primary Care I: Acute Illnesses Processes (3 cr.) Pending approval.** Theory-guided, evidence-based advanced nursing practice approaches to health promotion and common acute illness processes of individuals across the lifespan within primary care are

examined. Individual health-illness processes are applied within the context of family and community.

**NURS-F 581 Primary Care II: Acute Illnesses Processes (3 cr.) Pending Approval. (2 didactic, 1 clinical cr.)** Theory-guided, evidence-based advanced nursing practice approaches to acute and stable chronic illness processes of individuals across the lifespan within primary care are examined with a focus on increasingly complex health problems. Individual health-illness processes are applied within the context of health promotion for the family and community.

**NURS-F 582 Primary Care II: Acute Illnesses Processes (3 cr.) Pending Approval. (2 didactic, 1 clinical cr.)** Theory-guided, evidence-based advanced nursing practice approaches to chronic and complex illnesses processes of individuals across the lifespan within primary care are examined. Individual health-illness processes are applied within the context of health promotion for the family and community.

**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-Psychological Health: The 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 settings 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 will 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 will apply the science and technology of nursing to perform all independent, dependent and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs and determine the effectiveness of interventions given expected care outcomes. I, II, S

**NURS-H 355 Data Analysis/Practice and Research (3 cr.)** P: MATH-M 107 or ALEKS Score of 51-60. 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.

**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 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 will continue to apply the science and technology of nursing to perform all independent, dependent and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning. I, II

**NURS-H 365 Nursing Research (2-3 cr.) RN-BSN.** P: HSC-H 322, NURS-H 353, NURS-H 354, and statistics (HSC-H 322, MATH-K 300, NURS-H 355, PSY-P 354, or SOC-S 351). 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 will be emphasized in identifying applicability to nursing practice. I, II

**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.

**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.

**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.

**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, leaderships, clinical updates and skills. Topics and credits vary. May be repeated for credit if topic differs.

**NURS-K 220 Clinical Skills Overview (1-2 cr.)**

P: Sophomore level classes. Nursing students out of sequence in the clinical program will review and update nursing knowledge and skills to safely return to clinical practice. Assessment skills, fundamental skills, and drug dosage calculations will be reviewed, practiced and validated. The course will be tailored to individual needs of the student. May be repeated for up to 2 credits.

**NURS-K 300 Transcultural Health Care (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-K 414 Chinese Medicine in the Western World (4 cr.)**

A look at the philosophies and practical application of acupuncture and other eastern medical approaches as they are currently used in clinical settings. This class compares and contrasts the eastern and western medical approaches and discusses how they can be used simultaneously. An overview of how to arrive at an Oriental Diagnosis. An analysis of point location and specific point determinations.

**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; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

**NURS-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. S

**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. S

**NURS-P 345 Pharmacology for Professional Nursing Practice (3 cr.) RN-BSN.**

This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

**NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.)**

P: HSC-H 322, MATH-K 300, NURS-H 355, PSY-P 354, SOC-S 351, or equivalent. This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice. I, II, S

**NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) RN-BSN.**

This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

**NURS-R 500 Nursing Research Methods I (3 cr.)**

This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice. II

**NURS-R 505 Measurement and Data Analysis (3 cr.)**

Principles and applications of scientific measurement, data summarization, inferential statistics, and practical derivations of the general linear model. Considers the research purpose and the phenomenon under study as determinants of measurement techniques and data analysis. I, II, S

**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 project. I

**NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.)**

This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response

preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

**NURS-S 420 Care Coordination in Transitions of Care (3 cr.)** Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care transition. Students will develop an understanding of the role of the RN as a member of a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

**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-system 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 will apply the nursing process to the care of clients experiencing actual 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: C: NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community. 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 practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution are applied.

**NURS-S 475 A Multisystem Approach to the Health of the Community: RNBSN (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. I, II

**NURS-S 482 Nursing Management: Practicum (2-3 cr.)**  
C: NURS-S 481. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles. I, II

**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. I, II

**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 will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to life-long learning. I, II

**NURS-S 487 Nursing Management: RN-BSN (3 cr.) RN-BSN.** 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-Y 515 Advanced Pathophysiology Across the Lifespan (2-3 cr.)** This course teaches students advanced principles of human physiology and pathophysiology across the lifespan. It explores the physiological manifestation and clinical presentation of disease processes in preparation for advanced nursing practice. Graduate students learn to differentiate between normal and abnormal human physiology and the clinical data necessary to identify abnormal pathogenesis and disease processes. II

**NURS-Y 535 Dynamics of Family Healthcare (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 Advanced Pharmacology Across the Lifespan (3 cr.)** This course prepares graduate students to understand the principles of advanced pharmacology

across the lifespan as it relates to advanced nursing practice. 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. S

**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.

## 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 Kath University Eichstaett, Germany.

## Philosophy | PHIL

Pictured | **Karrie Jean** | Mathematics / *Philosophy* | South Bend, Indiana (hometown)

**Volunteer activities and affiliations** | Theta Phi Alpha, Honors Program, Pi Mu Epsilon National Honorary Mathematics Society | volunteer, PetsConnect | **Awarded** Philosophy Student Excellence Award (May 2015), Dean's List

### 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 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 201 Ancient Greek Philosophy (3 cr.)** Selective survey of ancient Greek philosophy (Presocratics, Plato, Aristotle).

**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 study of Western philosophy from the rise of modern science through Enlightenment. Covers such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant.

**PHIL-P 250 Introductory Symbolic Logic (3 cr.)**  
P: MATH-A 100 or ALEKS assessment score of 36 or higher. 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, Mill, 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, causality, determinism, space, time, events and change, relation of mental and physical.

**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, phenomenalism, 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.

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 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 and 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 261 Human Anatomy and Physiology 1 (4-5 cr.)** P: BIOL-L 102 or CHEM-C 102. Introduction to basic structure and function of the 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

**PHSL-P 262 Human Anatomy and Physiology II (4-5 cr.)** P: PHSL-P 261. The continuation of PHSL-P 261. Continuation of PHSL-P 261. Topics include: circulatory, respiratory, urinary, digestive, and reproductive systems, fluid and electrolyte, and acid-base balance. II, S.

**Physics | PHYS**

Pictured | **Alexandria Weesner** | B.A. in *Physics / Minor in Spanish* | South Bend, Indiana (hometown)

**Volunteer activities and affiliations** | Volunteer, St. Joseph County Humane Society; Vice President, Physics Club; Honors Program

**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.

**PHYS-P 201 General Physics 1 (5 cr.)** P: MATH-M 115 or equivalent. Credit not given for both PHYS-P 201 and PHYS-P 221. Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health professions. Three lectures, one discussion section, and one two-hour laboratory period each week. S

**PHYS-P 202 General Physics 2 (5 cr.)** P: PHYS-P 201. Credit not given for both PHYS-P 202 and PHYS-P 222. Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics. S

**PHYS-P 221 Physics 1 (5 cr.)** C: MATH-M 215. Credit not given for both PHYS-P 201 and PHYS-P 221. Newtonian mechanics, oscillations and waves, heat and thermodynamics.

**PHYS-P 222 Physics 2 (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.

**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. Course may be retaken up to a total of four credit hours. 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 fields and differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations.

**PHYS-P 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. 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 Schrodinger 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 departmental research areas; or topic agreed upon between the student and supervisor.

**PHYS-S 490 Physics Capstone (0 cr.)**

This capstone course is for senior physics majors, and it will include the presentation of a research project to faculty and other students, sitting for a standardized physics exam, discussions regarding post-graduation career options, and the completion of an exit interview. I

**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. I

**Political Science | POLS**

Pictured | **Vanessa Tikhalanawo Sitima Ndao** | *Political Science / Minor in Psychology* | Lilongwe, Malawi (hometown)

**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 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.

**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 105 Introduction to Political Theory (3 cr.)**

Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. Credit not given for both POLS-Y 105 and POLS-Y 215.

**POLS-Y 107 Introduction to Comparative Politics (3 cr.)**

Examines countries around the world to investigate fundamental questions about politics. Topics include democratic development, promotion of economic prosperity, maintenance of security, and management of ethnic and religious conflict. Critical thinking skills encouraged. Cases for comparison include advanced industrialized democracies, communist and former communist countries, and developing countries. 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. Credit not given for both POLS-Y 109 and POLS-Y 219. 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 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 includes a moot court or other forms of simulation. **Does not count toward Political Science major requirements.**

**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. **Does not count toward Political Science major requirements.**

**POLS-Y 221 Legal Research and Writing for Paralegal Studies (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, other forms of legal writing. **Does not count toward Political Science major requirements.**

**POLS-Y 222 Litigation for Paralegal Studies (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.

**Does not count toward Political Science major requirements.**

**POLS-Y 224 Property Law for Paralegal Studies (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 both ownership and interest. Emphasis is placed on forms and procedures used in Indiana. **Does not count toward Political Science major requirements.**

**POLS-Y 229 Estate Law for Paralegal Studies (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. **Does not count toward Political Science major requirements.**

**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. **Does not count toward Political Science major requirements.**

**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.)**

P: Any 100 or 200-level POLS course. 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.)**

P: Any 100 or 200-level POLS course. American political powers and structures; selected Supreme Court decisions interpreting American constitutional system.

**POLS-Y 311 Democracy and National Security (3 cr.)**

P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course.

Determinants of voting behavior in elections. The nature of public opinion on major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.

**POLS-Y 318 The American Presidency (3 cr.)** P: Any 100 or 200-level POLS course.

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.)** P: Any 100 or 200-level POLS course.

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 Gender and Politics (3 cr.)** P: Any 100 or 200-level POLS course. Analysis of gender and sexual orientation in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect different genders and the impact of people with different genders or sexual orientations on the system(s). Topics vary by semester.

**POLS-Y 327 Gender Politics in the United States (3 cr.)** P: Any 100 or 200-level POLS course.

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.)** P: Any 100 or 200-level POLS course.

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.)**

P: Any 100 or 200-level POLS course. 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 West European Politics (3 cr.)** P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course.

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.)** P: Any 100 or 200-level POLS course.

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.)**

P: Any 100 or 200-level POLS course. 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.)**

P: Any 100 or 200-level POLS course. The management practices of nonprofit organizations.

**POLS-Y 358 Human Behavior and Public Organizations (3 cr.)**

P: Any 100 or 200-level POLS course. Increase self awareness regarding the importance of human and organization behavior in public agencies.

**POLS-Y 359 Economics and Public Management (3 cr.)**

P: Any 100 or 200-level POLS course. 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.)**

P: Any 100 or 200-level POLS course. 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.)**

P: Any 100 or 200-level POLS course. Title varies. Includes such topics as development of the international system, politics of food and populations, law of the sea, human rights, trade, U.S. foreign policy, United Nations issues, etc.

**POLS-Y 376 International Political Economy (3 cr.)**

P: Any 100 or 200-level POLS course. Globalization, the intensification of global interconnectedness, has accelerated due to communications, information and transportation technologies. This course examines the interaction between the international systems responsible for generating globalization and the opposition to it. Liberal and non-liberal views are considered. Topics covered

include the politics of trade, aid, foreign investment, monetary affairs and poverty reduction.

**POLS-Y 379 Ethics and Public Policy (3 cr.)** This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, and the problem of "dirty hands" among others. A special concern is how institutional arrangements affect moral choices.

**POLS-Y 380 Selected Topics of Democratic Government (3 cr.)** P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course. 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: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course. American political ideas from the Civil War through the twentieth century.

**POLS-Y 387 Research Methods in Political Science (3 cr.)** P: Any 100 or 200-level POLS course. 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.)** P: Any 100 or 200-level POLS course. The origins, process, and impact of law in the making and implementation 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.)** P: Instructor Permission. 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.)** P: Instructor Permission. 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.)** P: Instructor Permission. 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.

**POLS-Y 481 Field Experience in Political Science (1-6 cr.)** P: Instructor Permission. Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers. Certain internship experiences may require research skills.

**POLS-Y 488 Study Abroad in Political Science (3 cr.)** P: Instructor permission. 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.)** P: Instructor Permission. 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 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

Pictured | **Kyla Coblentz** | *Elementary Education / Minor in Psychology* | Plymouth, Indiana (hometown)

## 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. Lectures and demonstrations, laboratory exercises, and student projects. 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-P 103 or PSY-P 106. 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, II

**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. Through readings, lecture, and discussion, students will become better consumers of research on behavior-health interactions and develop a broad base of knowledge concerning how behaviors and other psychological factors can impact health both positively and negatively.

**PSY-P 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 that 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.

PSY-P 403 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. The course will be restricted to psychology majors.

**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.

**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 of 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 cognitions. 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 languages, 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. The Psychology of Prevention 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 and gender 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. Meets liberal arts and sciences junior/senior-level writing requirement.

**PSY-P 495 Readings and Research in Psychology (1-3 cr.)** P: Consent of instructor.

**VT: Professional Practice Program Internship.** 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.

**VT: Supervised Research.**

Active participation in research. An independent experiment of modest size; participation in ongoing research in a single laboratory.

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 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-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. PSY-T 190 does not count towards the PSYCH major or minor; nor does it substitute for PSY-P 103 as a [P] for any other PSYCH courses.

## Religious Studies | REL

Pictured | **Sheree Harris** | *Psychology / Minor in Religious Studies* | Elkhart, Indiana (hometown)

### 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 Introduction to Religion in America (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.)**

ASE A&H, CASE GCC What is the "New Testament"? This introductory course considers both literary and historical approaches to the literature of the New Testament, with particular emphasis on the Gospels and Pauline literature. Topics include the concept of "canon," the history of reception and interpretation, gender and sexuality in early Christian literatures, the Apocryphal Gospels, and relationships between early Judaism and early Christianity. Credit given for only one of A220 or R220.

**REL-R 257 Introduction to Islam (3 cr.)** Introduction to the "religious world" of Islam: the Arabian milieu before Muhammad's prophetic call, the career of the Prophet. Qur'an and hadith, ritual and the "pillars" of Muslim Praxis, legal and theological traditions; mysticism and devotional piety, reform and revivalist movements.

**REL-R 335 Religion in the United States, 1600-1850 (3 cr.)** A consideration of the nature and meaning of religion in South Asia using film as the lens to explore the South Asian continuum running from the sacred to the secular.

**REL-R 336 Religion in the United States, 1850-Present (3 cr.)** Development of religious life and thought.

**REL-R 354 Buddhism (3 cr.)** Historical survey of Buddhism from its origins in India through its diffusion throughout Asia in subsequent centuries. Emphasis on practice (ritual, meditation and ethics) and social grounding (including individual roles and institutional structures) as well as on doctrinal debates.

## Social Work | SWK

Pictured | **Hailey Phelps** | *Social Work* | Fremont, Indiana (hometown)

Theta Phi Alpha, Gamma Phi Chapter

### Social Work | SWK

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**SWK-S 102 Diversity in a Pluralistic Society (1-4 cr.)**

P: ENG-W 131. C: ENG-W 131. 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. C: ENG-W 131. 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.

**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 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 372 Statistical Reasoning in Social Work (3 cr.)** This introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and defensible conclusions. We do not "prove" in social work research, but look for relationships between variables. The basic philosophy upon which this course is grounded is the belief that statistical reasoning (i.e., thinking, meaning, and interpretation) should precede statistical methods. It is assumed that, for most beginning students, many of the concepts and principles used by statisticians are likely to be experienced as foreign and confusing. Complex computational formulas and mathematical notations have been known to intimidate many students, and when that occurs, it can interfere with learning. Therefore, the course is based on pedagogy of active learning that engages students in a problem solving process that enables them to gain an understanding of the kinds of questions in relation to which statistics can help. It emphasizes the use of statistics in the real life situations. It attempts to engender in students an understanding of basic statistical concepts and the ability to synthesize the components of their statistical efforts in ways that will enable them to communicate their results in a clear and convincing manner. It should be noted that this course meets the prerequisite requirement for students wishing to apply for admission to the IU MSW program. It is classified

as a BSW elective, and as such, it may be taken as either a graded or as a pass/fail option. If this course is taken for the BSW Math/Physical Science requirement, it should be taken as a graded course.

**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 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.

**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 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 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 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 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 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 251 History and Analysis of Social Welfare Policy (3 cr.)** 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. 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. 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: EP 2.1.1 Identify with the social work profession; EP 2.1.2 Apply social work ethical principles to guide professional practice; EP 2.1.3 Apply critical thinking; EP 2.1.4 Engage diversity and difference in practice; EP 2.1.5 Promote human rights and social justice; EP 2.1.7 Apply knowledge of human behavior; EP 2.1.8 Engage in policy practice to deliver effective social work services. I, II.

**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

## Sociology | SOC

Pictured | **Veronica Newland** | *Sociology* | Mishawaka, Indiana (hometown)

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### 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-R 498 Sociology Capstone Seminar (3 cr.)**  
P: SOC-S 161, SOC-S 204, SOC-S 340, SOC-S 370, and junior or senior standing. Designed to help graduating

senior sociology majors to synthesize and demonstrate what they have learned in their major while readying themselves for a career and/or graduate study.

**SOC-S 101 Social Problems and Policies (3 cr.)**

Introduces sociology through in-depth study of a major social problem; and explores alternative policies. Problems treated vary by section. Examples include the environment; women, men, and work; medicine in America; the sociology of sport; alcohol and drug use.

**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 204 The Sociological Imagination (3 cr.)**

P: SOC-S 161 or equivalent. This course develops students' knowledge about and understanding of the sociological perspective. The course focuses on the relationship between theory and research methods. Students who complete the course will be able to identify and apply a sociological perspective, know how to read and work with sociological analysis, be able to explain the relationship between theory and methods, apply theories to develop explanations for social phenomena and explain which research methods are appropriate for studying particular social issues. The goal of this course is to teach students to think like sociologists.

**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 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 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. Credit not given for both SOC-S 240 and INFO-I 202.

**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. Group characteristics in the causation, amelioration, and prevention of mental and physical illness, and the social influences in medical education, medical practice, and hospital administration.

**SOC-S 315 Work and Occupations (3 cr.)**

P: 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 340 Social Theory (3 cr.)** P: SOC-S 161 and SOC-S 204; or consent of instructor. Sociological theory, with focus on content, form, and historical development. Relationships between theories, data, and sociological explanation.

**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; or an ALEKS Assessment score greater than 31. Introduction to statistics, including measures of central tendency and dispersion, probability, statistical inference, hypothesis testing, regression, correlation, analysis of variance, and cross-tabulation.

**SOC-S 353 Qualitative Research Methods (3 cr.)**  
This course guides students through major stops 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 370 Research Methods in Sociology (3 cr.)** P: SOC-S 161 and SOC-S 204; or consent of instructor. The logic of scientific work in sociology; theory construction; major research designs, including experiments, sample surveys, and ethnographic field studies. Methods of sampling; measurement of variables; and descriptive statistics. Commonly used rates and indices in social research; using software to produce graphical displays and descriptive statistics.

**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. Specific topics announced each semester, e.g., religion, education, the military, marriage and family. May be repeated three times for credit.

**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. Specific topics to be announced, e.g., socialization, self-concept development, small-group structures and processes, interpersonal relations, language and human behavior, attitude formation and change, collective behavior, public opinion, intergroup relations. 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. Individual readings in sociology. 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 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

Pictured | **Raven Miller** | *Anthropology / Minors in Spanish and Sociology* | Walkerton, Indiana (hometown)

### 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 100 Elementary Spanish I- Beginners (4 cr.)**

Introduction to present-day Spanish, basic structural patterns, and functional vocabulary. Attendance in Language Laboratory may be required.

**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.

**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. Practice in composition.

**SPAN-S 204 Second Year Spanish 2 (3-4 cr.)**

P: SPAN-S 203 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. Attendance in language laboratory required. Practice in composition.

**SPAN-S 206 Spanish for Public Services (3 cr.)**

P: SPAN-S 203 This fourth semester course presents tactical Spanish in cross-cultural context for public safety personnel. This course is designed to develop competency in basic and intermediate Spanish for security-related settings. The activities and content focus on language skills that help public safety personnel protect themselves and others.

**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. **Fulfills Non-Western Cultures CLAS General Education requirement.**

**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 301 The Hispanic World 1 (3 cr.)** P: SPAN-S 204 or equivalent. 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 302 The Hispanic World 2 (3 cr.)** P: SPAN-S 204 or equivalent. 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-204 or instructor 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 18th, 19th, and 20th 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. **Fulfills Pre-1800 CLAS General Education requirement.**

**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 instructor's permission. 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. Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation accompanied by intensive individual practice.

**SPAN-S 363 Introduction to Hispanic Culture (3 cr.)** P: SPAN-S 313 or instructor permission. Introduction to the cultural history of Spanish-speaking countries with

the emphasis on its literary, artistic, social, economic and political aspects.

**SPAN-S 399 Reading for Honors (3 cr.)** P: SPAN-S 313 or instructor's permission.

**SPAN-S 407 Survey of Spanish Literature 1 (3 cr.)** P: SPAN-S 313 or instructor's permission. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

**SPAN-S 411 Spain: The Cultural Context (3 cr.)** P: SPAN-S 313 or instructor 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 313 or instructor permission. A course to integrate historical, social, political, and cultural information about Spanish America.

**SPAN-S 415 Medieval and Golden Age Poetry (3 cr.)** P: SPAN-S 313 or instructor's permission. Spanish poetry of the Middle Ages, Renaissance, Counter-reformation and Baroque periods. Intellectual background, major poetic directions, close analysis of specific poets.

**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. **Fulfills Pre-1800 CLAS General Education requirement.**

**SPAN-S 477 Modern 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.

**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.

**SPAN-S 583 Early Spanish Literature 1 (2-5 cr.) A student may repeat the course if the topic varies (6 cr.)**. P: Spanish Upper Division coursework and/or Instructor's permission. The scope of this course is the

advanced study of the Spanish literatures from 1207 to 1500. The topic may change to study a particular topic within this timeframe.

**SPAN-T 190 Literary and Intellectual Traditions (3 cr.)** This course provides a thematic presentation of vital artistic, literary, architectural, musical, political, religious and historical movements within Mexico spanning from pre-Columbian to contemporary times.

This course is designed for students who wish to further their understanding of Mexican cultural and historical developments through a combination of primary resources, academic readings with an option for in-country experience.

## Speech | SPCH

Pictured | **Garrett Gutermuth** | *Speech Communication* / Minor in Political Science | Granger, Indiana (hometown)

### 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. 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.

**SPCH-C 380 Organizational Communication (3 cr.)** The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group and interorganizational units.

**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 334 Computer-Mediated Communication (3 cr.)** This course examines the theory and practice of computer-mediated communication. Students will investigate the interpersonal, organizational, and political effects of communicating through mediating devices. They will also discuss the social, legal, and ethical consequences of new communication technologies.

**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 upon 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 stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumption and stereotypes regarding gender differences in communication, and analyzes how the media present, influence, and reinforce gender stereotypes.

**SPCH-S 490 Professional Practice Internship (3 cr.)**  
P: ENG-W 131 or its equivalent, JOUR-C 200, SPCH-S 121, SPCH-S 205, JOUR-C 200, and two courses from within track. Supervised opportunity to learn through direct field experience by working in local print, electronic, speech, public relations, and/or theatre related situations.

**SPCH-S 500 Introduction to Graduate Study and Research (3 cr.)** Bibliographical resources, methods of research and professional writing in speech.

**SPCH-S 502 Introduction to Communication Theory (3 cr.)** Introduction to various theories and methods of research in human communication studies. Includes theories of discourse and culture, message production and reception, symbol systems, social constructionism, relational communication, conversation analysis, social influence, communication competence, and other topics.

**SPCH-S 503 Introduction to Communication Theory (3 cr.) Pending approval.** Examination of theoretical approaches to the study of communication, including

speech, interpersonal, organizational, mass and cultural paradigm.

## Sustainability Studies | SUST

Pictured | **Anthony Bush** | *Master of Liberal Studies / Graduate Certificate in Strategic Sustainability Leadership* | Mishawaka, Indiana (hometown)

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### Sustainability Studies | SUST

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

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**SUST-B 190 The Sustainable Future (3 cr.)** In this course, students will be introduced to systems thinking and begin to examine the foundations of sustainability. 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 foundations of sustainability and 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 sensibility, and creative imagination of the arts and humanities to help understand what led us to this point and to map out alternative futures. This course is designed to provide a broad based approach to societal challenges and an interdisciplinary framework within which students can study the foundations of sustainability and learn how the development and implementation of sustainable values, practices, technologies, and strategies in our homes, on campus, in the workplace, and in our communities can create system wide change. It emphasizes interconnections between environment, economy, and society, and encourages and empowers students to address the complex socio-environmental problems confronting our communities and the world.

**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. 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 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 610 Topics in Strategic Sustainability Leadership (1-3 cr.)** A selection of 1, 2, or 3 hour courses designed around topics not currently offered in the regular curriculum. Repeatable for up to 9 credits.

**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 examines the impact that the design, construction and operation of built environments has on the environment, economy, and society. It will explore how green building aspires to contribute to sustainability by transforming the design, construction, and operation of built environments.

**SUST-S 690 Strategic Sustainability Leadership Practicum (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.

**SUST-S 694 Professional Development for Strategic Sustainability Leadership (1 cr.)** P: SUST-S 501. Offers students awareness of the conferences, professional associations, workshops and other venues available for continuing education, professional development and networking is sustainability. Students attend a professional conference, workshop, or similar activity. Students may make a presentation, serve on a panel, or participate in a poster session.

**SUST-S 695 Independent Study in Strategic Sustainability Leadership (1-3 cr.)** P: SUST-S 501. This course is intended to give students the opportunity to engage in a set of directed readings or conduct research

related to strategic sustainability leadership. I, II. May be repeated for up to 4 credits.

## 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 Telecommunications (1-3 cr.)** Exploration of problems and issues of telecommunications in contemporary society.

**TEL-R 411 Non-Fiction Television (3 cr.)** P: Junior or senior status. Explores the relationship between non-fictional programming and American culture. Topic varies: critical analysis of such genres as news, documentary, talk show, docudrama, and sports.

**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.

**TEL-T 313 Comparative Media Systems (3 cr.)** 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.

**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.. 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. 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.

**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.

**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

Pictured | **Periods and Styles theatre students' field trip to The Art Institute of Chicago**  
Photo credit | **Jan Kazmierczak**

### 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.

**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 lifestyle for life. 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.)** 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 (2 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.

**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.

**THTR-D 275 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.

**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-T 100 Introduction to Theatre (3 cr.)** Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

**THTR-T 102 Acting Ensemble for Directing (1 cr.)** This course is designed to create an ensemble of actors for the Directing class sequence. This ensemble of actors will support the directors during class time and outside of class time as needed for a majority of the semester and will be responsible for rehearsing and performing various scene, monologue and/or one-act assignments through the semesters in tandem with the student directors.

**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 Technology I (3 cr.)** Introduction to theories, methodology, and skills: materials, construction techniques, pattern drafting, wardrobe work, and decorative processes.

**THTR-T 249 Drafting and Color Media (3 cr.)** An introduction to basic design principles and communication techniques. This class covers design theory, introductory rendering and media techniques, an introduction to professional practices in theatre design, and basic theatrical drafting techniques. This course serves as a fundamental basis for every area of theatre design. The class is time intensive and requires a significant investment in design tools and supplies.

**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.

**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.

**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.

**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.

**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 (1 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.

**THTR-T 348 Digital Theatre Design (3 cr.)** This course is designed to introduce students to the use of computer software to develop and create design paperwork and renderings as well as professional documentation. This course will utilize software currently used in the theatre industry with a focus on developing the skills necessary to enter the theatre design profession.

**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.

**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.

**THTR-T 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.

**THTR-T 425 Introduction to Theatrical Drafting (3 cr.)** P: THTR-T 249 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.

**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.

**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.

**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.

**THTR-T 449 Profession of Theatre Design (3 cr.)** This course is a portfolio and career workshop for theatre design and technology students. Students will develop the portfolio and resume for theatre internships, apprentices, professional employment and/or graduate school applications. Students will review industry standard practices in portfolio, resume and cover letter creation. Topics covered will also include introductions to tax and business law for the artist, photography in the theatre, graduate schools for theatre, professional presentation and theatrical unions and contracts.

**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. 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. Beginnings to Circa 1700.

**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.

**THTR-T 483 Topics in Theatre and Drama (1-3 cr.)** P: Junior/senior standing. Studies in special topics not ordinarily covered in other departmental 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.

**THTR-T 499 Profession of Theatre Design (3 cr.)** This course is a portfolio and career workshop for theatre design and technology students. Students will develop the portfolio and resume for theatre internships, apprentices, professional employment and/or graduate school applications. Students will review industry standard practices in portfolio, resume and cover letter creation. Topics covered will also include introductions to tax and business law for the artist, photography in the theatre, graduate schools for theatre, professional presentation and theatrical unions and contracts.

## Women's and Gender Studies | WGS

Pictured | **Adam Schelle** | Women's and Gender Studies / English | South Bend, Indiana (hometown)

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### Women's and Gender Studies | WGS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

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**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 express in both learned and popular circles. Methodological and epistemological problems will be highlighted.

**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-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) I

**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 190 Biology of Women (3 cr.)** Biology of Women explores the special concerns women face in healthcare today. It is designed to provide the foundation students need to understand their bodies and how they work in the context of healthcare. Each class is dedicated to a different body system. We will learn how the body system works and how it contributes to overall homeostasis. With each body system, we will discuss healthcare concerns for that system. With this knowledge, the students are more capable to be active participants in their own healthcare as well as the healthcare of their loved ones.

**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-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.) Equivalent POLS-Y 327.** 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)

**WGS-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.

## Clinical Laboratory Science | CLS

Pictured | **James Dishman** | *Clinical Laboratory Science* | Rochester, Indiana (hometown)

### Clinical Laboratory Science | CLS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**CLS-C 405 Clinical Chemistry (3 cr.)** P: Requires meeting the appl req for program entry. Clinical Chemistry is one of the key disciplinary areas for entry level competency as a Clinical or Medical Laboratory Scientist. This course covers the standard competencies in clinical chemistry tested in the ASCP BOC exam for generalists in Medical Laboratory Science (MLS). Students will examine the basic principles and practices used in the clinical chemistry laboratory including fundamental mathematics for laboratory measurements, analytical techniques, and clinical correlations. An emphasis will be placed on acid base balancing, lipid and protein identifications, enzymatic action, and their correlation with the endocrine system in clinical diagnostics.

**CLS-C 406 Chemistry Methods (2 cr.)** C: CLS-C405 Clinical Chemistry. In conjunction with HSCLS-C405 Clinical Chemistry, students will be exposed to the basic and fundamental principles of contemporary medical laboratory chemistry practice, through practical

laboratories that present both the principle and procedure for basic and common chemical laboratory techniques.

**CLS-C 407 Hematology (3 cr.)** P: Requires meeting the appl req for program entry. Must meet application requirements for program entry. This course is an essential component of the CLS curriculum. Hematology is one of the key disciplinary areas for entry level competency as a Clinical or Medical Laboratory Scientist. This course covers standard competencies in routine hematology tested in the ASCP BOC exam for generalists in Medical Laboratory Science (MLS). Students will examine the foundational principles of routine hematologic diagnostics including hemostasis, hemoglobin synthesis, and hematological disorders. A focus will be given in the areas of erythrocyte and leukocyte morphology and biology as well as a focus on the use of these cells in the diagnosis of disease. It should be taught in conjunction with the laboratory course CLS-C 408.

**CLS-C 408 Hematology Methods (2 cr.)** C: CLS-C 407. In conjunction with CLS-C 407 Hematology, students will be exposed to the basic and fundamental principles of contemporary medical laboratory hematology practice, through practical laboratories that present both the principle and procedure for basic and common hematological laboratory techniques including red and white cell differentiation, erythrocyte sedimentation, and traditional blood smear.

**CLS-I 407 Serology and Immunochemistry (3 cr.)** P: Requires meeting the appl req for program entry. Serology is the study of antigenic and antibodies in the blood stream and other body fluids for the utility as biomarkers in the diagnosis of disease. Similarly, these biomarkers can also be used to minimize the risks associated with the common practice of blood transfusion and blood banking, technically defined as immunochemistry. This course covers both the conventional concepts and practices of antigen/antibody utilization in clinical laboratory practice with an emphasis on the blood bank.

**CLS-I 408 Serological Methods (2 cr.)** C: CLS-I 407 Serology and Immunochemistry. Should be taught in conjunction with CLS-I 407 Serology and Immunochemistry. CLS-I 408 Serological Methods provides practical laboratory components useful for conducting diagnostic testing in the blood bank and immunological laboratory setting. The focus of laboratory lessons will be on acquiring the fundamental skills in lab technique and etiquette prior to clinical externships.

**CLS-L 201 Introduction to the Diagnostic Laboratory (3 cr.)** P: Some basic science recommended. This course functions as a basic introduction to the field of Clinical Laboratory Sciences. Covering all of the major sub disciplines found in laboratory diagnostics; including clinical chemistry, hematology, microbiology, and others, this course is useful for students interested in pursuing a career in laboratory science or who are curious about the role of laboratory professionals in interdisciplinary healthcare.

**CLS-M 250 Clinical Laboratory Management, Ethics and Policy (3 cr.)** P: Requires meeting the appl req for program entry. This course covers an entry level understanding of the specifics of laboratory management including policy and ethical responsibilities and authorities.

Classes delve into five major areas beginning with strategies for career success, and discussing the key areas of laboratory management, human resources, financial management and operations. Students will be asked to incorporate these key managerial aspects in a lab development mock-up exercise.

**CLS-M 403 Clinical Microbiology (3 cr.)** P: Requires meeting the appl req for program entry. Clinical microbiology is one of the key disciplinary areas for entry level competency as a Clinical or Medical Laboratory Scientist. This course covers standard competencies in routine microbiology tested in the ASCP BOC exam for generalists in Medical Laboratory Science (MLS). Students will examine the foundational principles of clinical microbiology including a focus on the most common microorganisms involved in infection and their classification. Microorganisms will be defined by traditional biochemical differentiation patterns, however an additional emphasis on contemporary immunological and molecular approaches to identification will also be explored. It should be taught in conjunction with the laboratory course CLS-M 404.

**CLS-I 417 Advanced Diagnostic Immunology, Transfusion and Autoimmune Disease (3 cr.)** P: CLS-I 407 (or equivalent). This course is a requirement for the program in Clinical Laboratory Science provided through the Vera Z. Dwyer College of Health Sciences, built in alignment with the NAACLS accreditation agency for Medical Laboratory Science (MLS). Students enrolled in this course will be taught the advanced entry level curriculum necessary for professional certification by the ASCP BOC in diagnostic immunology, transfusion and autoimmune disease.

**CLS-M 404 Microbiological Methods (2 cr.)** C: CLS-M 403 Clinical Microbiology. Should be taught in conjunction with CLS-M403 Clinical Microbiology, students will be exposed to the basic and fundamental principles of contemporary medical laboratory microbiology practice, through practical laboratories that present both the principle and procedure for basic and common chemical laboratory techniques.

## Applied Health Science

Pictured | **Maggie Banta** | *Radiography / Minor in Healthcare Management* | Elkhart, Indiana (hometown)

### Applied Health Science | AHSC

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**AHSC-C 425 Program Assessment, Planning, and Evaluation I (6 cr.)** This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

**AHSC-H 301 Healthcare Delivery and Leadership (6 cr.)** This is an introduction course for all Applied Health Science students. It contains concepts and basics for other Applied Health Science program courses. Focus is on the components, their interaction and internal / external

controls. As a person in leadership roles of organizations you will also discover how to effectively deliver health care services in hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine how principles of effective leadership skills including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized in the ever changing healthcare environment.

**AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.)** In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes.

Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on application of knowledge to real and simulated case problems.

**AHSC-H 320 Consumer Health (3 cr.)** Students are introduced to the ways consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

**AHSC-H 340 Research in the Health Sciences (3 cr.)** This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

## Online Collaborative

Pictured |

### Online Collaborative

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

### Bachelor of Applied Science

**AHLT-H 415 Systems of Health Care Delivery (3 cr.) Online Joint Collaborative Degree Course.** Students examine the U.S. health delivery systems and its components. The focus of this course is on the current and potential future health services systems and their components. In addition, common leadership and management models/theories, communication styles, use of technologies in health care and documentation of patient/family/community health problems, the developing electronic health record, and impact of culture on the components of the system and on health care providers-patients/families/healthcare provider interactions are discussed. (IUKOA)

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

**AHLT-B 352 Performance Improvement in Health Management (3 cr.) Online Joint Collaborative Degree Course.** This course provides the fundamental concepts of quality management in health care systems and the essential tools to measure and analyze a system, evaluate problems, and implement necessary changes to improve system performance. You will study system model theory in health care and utilize critical thinking to create changes in your own organization to improve client care, patient safety and essential services. Therefore, you will be utilizing your personal experience in assignments to create a more meaningful student experience, useful in your future endeavours. You will learn to be empowered. Special processes such as Six Sigma and Lean Six Sigma will be discussed. (IUKOA)

**AHLT-B 371 Human Resources in Management of Health Care (3 cr.) Online Joint Collaborative Degree Course.** Management of human resources in the health care system including human resource planning and staffing, training and development, performance appraisal, job design and analysis, and compensation. (IUKOA)

**AHLT-B 499 Health Management Capstone (3 cr.) Online Joint Collaborative Degree Course.** The main purpose this course is to provide the culminating, integrative curricular experience for students in the Bachelor of Applied Science degree Health Management Track. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. (IUKOA)

**AHLT-H 331 Environmental Health (3 cr.) Online Joint Collaborative Degree Course.** This course explores the relationship of people to their environment -- how it affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. (IUKOA)

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

**AHLT-H 415 Global Child and Adolescent Health (3 cr.) Online Joint Collaborative Degree Course.** An overview of determinants and indicators of health of children and adolescents in the United States compared to other countries. (IUKOA)

**AHLT-M 366 Leadership for Health Professionals (3 cr.) Online Joint Collaborative Degree Course.** This course addresses the Leadership of organizations that deliver health care services such as hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine principles of effective management including organizational design, motivation,

leadership, conflict management, teamwork, and strategic alliances. Management issues that distinguish health services organizations from other types of organizations will be identified and strategies for dealing with these issues will be evaluated. (IUKOA)

**AHLT-N 378 Global Nutrition (3 cr.) Online Joint Collaborative Degree Course.** The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. (IUKOA)

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

**BIOL-B 355 Plant Diversity (3-4 cr.) Online Joint Collaborative Degree Course.** Study of major plant groups - algae to flowering plants. Information will be provided on classification, evolution, ecology, cytology, morphology, anatomy, reproduction, life-cycle and economic importance.

**BIOL-N 390 The Natural World (3 cr.) Online Joint Collaborative Degree 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.

**BUS-A 200 Foundations of Accounting (3 cr.) Online Joint Collaborative Degree Course.** Survey of financial and managerial accounting topics that provide a foundation for students who are not pursuing a business concentration.

**BUS-A 201 Introduction to Financial Accounting (3 cr.) Online Joint Collaborative Degree Course.** 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.

**BUS-A 202 Introduction to Managerial Accounting (3 cr.) Online Joint Collaborative Degree Course.** 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.

**BUS-B 399 Business and Society (3 cr.) Online Joint Collaborative Degree Course.** 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.) Online Joint Collaborative Degree Course.**

Foreign environment for overseas operations, United States government policies and programs for international business, international economic policies, and management decision and their implementation in international marketing, management, and finance.

**BUS-D 301 International Business Environment (3 cr.) Online Joint Collaborative Degree Course.**

The objective of this course is to familiarize students with the environment in which international companies operate. Thus, participants should acquire awareness of, and an appreciation for, the diversity and complexity of the international environment. More specifically, the successful completion of this course should enable them to understand and analyze environmental problems which challenge management. Additional objectives of the course include: to explain how the international business environment affects us as citizens, consumers, and workers; to describe trade, investment, and financial links among countries; and to help interpret contemporary events from the perspective of international business. While the emphasis of the course is on analysis, students will acquaint themselves with the special terms, concepts, and institutions encountered in international business.

**BUS-G 300 Introduction to Managerial Economics and Strategy (3 cr.) Online Joint Collaborative Degree Course.** Microeconomic analysis and its applications to business decision making. Includes topics of demand and consumer behavior, production and costs, theory of firms, and public policy toward business. Focuses on the applied aspects of microeconomics.

**BUS-H 320 Systems of Health Care Delivery (3 cr.) Online Joint Collaborative Degree Course.** 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.) Online Joint Collaborative Degree Course.** 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.

**BUS-H 354 Economics of Health Care (3 cr.) Online Joint Collaborative Degree Course.** 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.

**BUS-H 402 Hospital Organization and Management (3 cr.) Online Joint Collaborative Degree Course.** 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.

**BUS-H 320 Management: Long-Term Care Facilities (3 cr.) Online Joint Collaborative Degree Course.**

This course covers the organization and management of long-term care facilities, with particular emphasis on skilled care nursing homes. Topics include community and client exchanges, the legal and regulatory environment, financing and reimbursement, clinical organization and processes of care delivery, and managing the organization

**BUS-J 404 Business and Society (3 cr.) Online Joint Collaborative Degree Course.** Major ethical theories are examined in order to provide a basis for analyzing ethical behavior in the business environment. Such issues are economic competition, discriminatory practices, manipulation of power, environmental conservation, and organizational cultures are investigated.

**BUS-M 300 Introduction to Marketing (3 cr.) Online Joint Collaborative Degree Course.** Examination of the market economy and marketing institutions in the U.S. Decision making and planning from the manager's point of view; impact of marketing actions from the consumer's point of view.

**BUS-M 301 Introduction to Marketing Management (1.5 cr.) Online Joint Collaborative Degree Course.** Overview of marketing. Marketing planning and decision-making examined from the firm's and consumer's viewpoints; marketing concept and its company-wide implications; integration of marketing with other functions of the firm; international aspects.

**BUS-W 301 Principles of Management (3 cr.) Online Joint Collaborative Degree Course.** Designed to synthesize knowledge of principles and functions of management: planning, organizing, staffing, directing, controlling, and decision making.

**BUS-Z 300 Organizational Behavior and Leadership (3 cr.) Online Joint Collaborative Degree Course.** Nature of human behavior in organizations as a function of the individual, the groups within which he interacts, and the organizational setting. Emphasis on applications of behavioral science concepts and findings to individual behavior and organizational performance. Enrollment restricted to nonbusiness students.

**BUS-Z 301 Organizational Behavior and Leadership (3 cr.) Online Joint Collaborative Degree Course.** Nature of human behavior in organizations as a function of the individual, the groups within which he interacts, and the organizational setting. Emphasis on applications of behavioral science concepts and findings to individual behavior and organizational performance. Enrollment restricted to nonbusiness students.

**BUS-Z 302 Managing and Behavior in Organizations (3 cr.) Online Joint Collaborative Degree Course.** 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 440 Personnel- Human Resource Management (3 cr.) Online Joint Collaborative Degree Course.** 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.

**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.

**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.

**ECON-E 200 Fundamentals of Economics: An Overview (3-4 cr.)**

**ECON-E 201 Introduction to Microeconomics (3 cr.)** An analysis of evolution of market structure using the analytical concepts of supply and demand, opportunity cost, and marginal analysis. Applications include a variety of concurrent microeconomic issues.

**ECON-E 201 Introduction to Macroeconomics (3 cr.)** An introduction to macroeconomics which studies the economy as a whole; the level of output, prices and employment, how they are measured and how they can be changed; money and banking; international trade; and economic growth.

**CHEM-C 390 Special Topics (1-5 cr.)** Topic of special scientific interest to be announced in schedule of classes.

**CHEM-C 300 Energy and Green Chemistry (3-4 cr.)** An introduction to topics in existing and potential renewable sources of energy including hydroelectric, geothermal, tidal, wind, and solar energy, and an introduction to greener approaches in academic and industrial procedures.

**CHEM-C 303 Environmental Chemistry (1-4 cr.)** Investigation of the chemistry of water and air pollution, analytical procedures and techniques as applied to pollution problems, effects and controls.

**CMCL-C 427 Cross Cultural Communication (3 cr.)** (IUEAA)

**FINA-A 399 Art, Aesthetics, and Creativity (3 cr.)** **Online Joint Collaborative Degree Course.** 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.

**CMCL-C 440 Organizational Communication (3 cr.)** (IUEAA)

**GEOL-G 476 Environment and Urban Geology (3 cr.)** **Online Joint Collaborative Degree Course.** Significance

of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Field trips.

**GEOG-G 306 Geographic Information Science (3 cr.)** **Online Joint Collaborative Degree Course.** An examination of current problems concerning globalization, development and justice from a geographical perspective. The specific topic to be considered will vary from semester to semester.

**GEOG-G 338 Geographic Information Science (3 cr.)** **Online Joint Collaborative Degree Course.** Introduction to the principles and applications of computer-based geographic information systems (GIS).

**GEOG-G 315 Environmental Conservation (3-5 cr.)** **Online Joint Collaborative Degree Course.** This course deals with the environmental impact of global population growth, natural resources utilization, and pollution. Current problems relating to energy consumption, farming practices, water use, resource development and deforestation will be examined from geologic and ecological perspectives. Strategies designed to avert predicted global catastrophe will be examined to determine success potential. Class participation through debate is strongly encouraged. Students should be able to use the internet as a resource.

**GEOL-G 400 Energy: Sources and Needs (3 cr.)** **Online Joint Collaborative Degree Course.** Scientific and political constraints on the production and utilization of energy from various sources energy balance of the United States.

**GEOL-G 420 Regional Geology Field Trip (1-3 cr.)** Field trip to selected regions for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphologic, or other geological relationships.

**GEOL-G 421 United States Geology: Field Experience (1-5 cr.)** A six week lecture/field trip course incorporating a 2-3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, intercontinental rifting, intercontinental seaways, sedimentary environments, and glacial geology. Possible destinations include (but not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Ranier, Mt. St. Helens and Glacier National Park.

**GEOL-G 476 Climate Change Science (3 cr.)** **Online Joint Collaborative Degree Course.** Evidence for and theories of climate change over a range of time scales. Sources of natural climate forcing are presented, historical evolution of climate change is quantified, and model tools and climate projections are presented along with analyses of climate change impacts.

**GEOL-N 390 The Natural World (3 cr.)** **Online Joint Collaborative Degree 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.

**GEOL-T 326 Geology of Mineral Resources (3 cr.) Online Joint Collaborative Degree Course.** Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

**HIST-B 391 Themes in World History (3 cr.) Online Joint Collaborative Degree Course.** The shared experience of humankind from earliest times to the present. Topics include the Neolithic 'evolution,' Eurasian and African cultural exchanges, the era of European reconnaissance, the development of the world-economy, 'under-development,' and contemporary world inter-relationships.

**HIST-G 369 Modern Japan (3 cr.) Online Joint Collaborative Degree Course.** 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 Japan's interaction with its East Asian neighbors.

**HIST-G 369 Modern China (3 cr.) Online Joint Collaborative Degree Course.** 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.

**HIST-G 369 Contemporary China (3 cr.) Online Joint Collaborative Degree Course.**

**HIST-G 410 China, Japan and the United States in the 20th and 21st Century (3 cr.) Online Joint Collaborative Degree Course.** A comprehensive overview of the relationship between China, Japan, and the U.S. in the 20th and 21st Centuries by studying their foreign policies in the contexts of interactions with one another and their relative international impact, from the beginning of Japanese and Chinese modernization in the late 19th century to the present.

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

**HSC-W 314 Ethics and Health Professionals (3 cr.)** Current trends in the ethical conduct and issues that concern health professionals and spheres of the contemporary health care arena are analyzed through the use of case studies, articles, and video presentations.

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

**PAHM-H 352 Healthcare Finance I (3 cr.)** First of a two-course sequence on the financial management of healthcare organizations; introduces financial environment of providers and concepts of financial accounting critical to decision-making. Topics include financial statement analysis (specific emphasis on unique features of healthcare financial statements), accounting

and managerial control of cash, accounts receivable, inventory, and budgeting.

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

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

**PAHM-H 441 Legal Aspects of Health Care Administration (3 cr.)**

**PAHM-H 474 Health Administration Ethics Seminar (3 cr.)** This course examines healthcare ethical decision making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical challenges in everyday managerial activities.

**PHIL-P 306 Business Ethics (3 cr.) Online Joint Collaborative Degree Course.** 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 383 Topics in Philosophy (3 cr.) Online Joint Collaborative Degree Course.** Advanced treatment of a special topics.

**PHIL-P 393 Biomedical Ethics (3 cr.) Online Joint Collaborative Degree Course.** 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-T 390 Literary and Intellectual Traditions (3 cr.) Online Joint Collaborative Degree Course.** 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.

**PLSC-B 364 Summer Flowering Plants (5-6 cr.) Online Joint Collaborative Degree Course.** For those desiring a broad, practical knowledge of common wild and cultivated plants.

**POLS-Y 308 Urban Politics (3 cr.) Online Joint Collaborative Degree Course.** Political behavior in modern American communities; emphasizing the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes.

**POLS-Y 313 Environmental Policy (3 cr.) Online Joint Collaborative Degree Course.** Examines the causes

of environmental problems and the political, economic, social, and institutional questions raised by designing and implementing effective policy responses by these problems.

**POLS-Y 346 Politics in the Developing World (3 cr.) Online Joint Collaborative Degree Course.** Focuses on politics in the developing world (Africa, Asia, Latin America, and the Middle East). Comparison of political history: experiences of colonialism and post-colonial authoritarian systems; political economy, development and globalization; democratization and management of protest and conflict; and interactions with international actors and transnational social movements.

**POLS-Y 357 Introduction to NonProfit Management (3 cr.) Online Joint Collaborative Degree Course.** The management practices of nonprofit organizations.

**POLS-Y 358 Human Behavior and Public Organizations (3 cr.) Online Joint Collaborative Degree Course.** 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 346 Globalization (3 cr.) Online Joint Collaborative Degree Course.** This course is designed to introduce you to globalization. Amongst other topics, it examines the cultural, economic, environmental, political, security and technological dimensions of globalization. No prior knowledge is assumed.

**POLS-Y 379 Ethics and Public Policy (3 cr.)** This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, and the problem of "dirty hands" among others. A special concern is how institutional arrangements affect moral choices.

**POLS-Y 380 Selected Topics in Democratic Government (3 cr.) Online Joint Collaborative Degree Course.** An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary from semester to semester.

**POLS-Y 387 Research Methods (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.

**POLS-Y 403 Legal Issues in Public Bureaucracy (3 cr.)** Study of the legal framework of public bureaucracies, their powers, functions and roles. Analyzes relevant cases in which basic principles are identified and synthesized along with other elements of public law.

**SOC-S 305 Population (3 cr.) Online Joint Collaborative Degree Course.** Population composition, fertility, mortality, natural increase, migrations; historical growth and change of populations; population theories and

policies; techniques in manipulation and use of population data; spatial organization of population.

**SOC-S 308 Global Society (3 cr.) Online Joint Collaborative Degree Course.** Multinational corporations, new information technologies, and international trade have made the world increasingly interdependent. This course considers how business, technology, disease, war, and other phenomena must be seen in global context as affecting national sovereignty, economic development and inequality in resources and power between countries.

**SOC-S 360 Topics in Social Policy (3 cr.) Online Joint Collaborative Degree Course.** Specific topics to be announced, e.g. environmental affairs, urban problems, poverty, population problems.

**SOC-B 399 Human Behavior and Social Institutions (3 cr.) Online Joint Collaborative Degree Course.** 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-S 419 Social Movements and Collective Action (3 cr.) Online Joint Collaborative Degree Course.** Change-oriented social and political collective action and consequences for groups and societies. Social, Resource mobilization, historical and comparative analysis of contemporary movements and collective action.

**SPCH-S 380 Non-Verbal Communication (3 cr.) Online Joint Collaborative Degree Course.** 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 427 Cross Cultural Communication (3 cr.) Online Joint Collaborative Degree Course.** A survey study of national, cultural, and cross cultural persuasion in theory and practice.

**SPCH-S 440 Organizational Communication (3 cr.) Online Joint Collaborative Degree Course.** An examination of internal and external communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists.

**SPEA-E 400 Topics in Environmental Studies (3 cr.)** An interdisciplinary consideration of specific environmental topics.

**SPEA-H 320 Health Systems Administration (3 cr.)** This course is designed for students of superior ability. Requires consent of SPEA Honors advisor. Course covers same materials as SPEA-V 320. Honors students will complete advanced coursework.

**SPEA-H 322 Principles of Epidemiology (3 cr.)** A basic overview of epidemiologic methodology and techniques.

Both communicable and chronic disease risk factors will be discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.

**SPEA-H 371 Human Resource Management in Health Care (3 cr.)** This course covers the function of management which is concerned with the acquisition, development, and use of human resources in the field of health care delivery. Labor relations relating to health care delivery are also included.

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

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

**SPEA-H 452 Health Disparities (3 cr.)** Health Care Disparities is a course focusing on the determinants of personal health and health behaviors which affect an individual's use of and failure to use needed health services.

**SPEA-H 474 Health Administration Ethics Seminar (3 cr.)** This course examines healthcare ethical decision making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical challenges in everyday managerial activities.

**SPEA-V 4520 Contemporary Issues in Public Affairs (3 cr.)** Extensive analysis of selected contemporary issues in public affairs. Topics vary from semester to semester.

**SUST-B 399 Human Behavior and Social Institutions (3 cr.) Online Joint Collaborative Degree Course.** 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.

**SUST-S 360 Topics in Sustainability Studies (3 cr.) Online Joint Collaborative Degree Course.** Topics announced in Schedule of Classes. An examination of topics and issues of special interest to sustainability studies not covered under the regular curriculum.

**SUST-S 361 Sustainability Abroad (3 cr.) Online Joint Collaborative Degree Course.** 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.

**SOC-S 385 Human Trafficking, Human Rights, and Sustainability (3 cr.) Online Joint Collaborative Degree Course.** This course will cover three substantive themes:

Human Trafficking, Human Rights, and Sustainability. Under the Human Trafficking theme the seminar will examine different forms of human trafficking, including sex trafficking, different views on human/sex trafficking, and community and policy responses to this problem. Under the Human Rights theme we will examine and understand various forms of human rights in order to expand our understanding of human rights and the safeguarding of these rights. Under the Sustainability theme we will seek to understand what sustainability means, explore the factors that promote sustainable life for all, what practices threaten sustainability and their consequences, and what we can do to ensure sustainability. In examining these themes we must be able to reflect how they are interconnected and their implications for social policy to preserve and promote human dignity and social justice.

**SUST-S 400 Energy: Sources and Needs (3 cr.) Online Joint Collaborative Degree Course.** Renewable and non-renewable energy resources, their origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

**SUST-S 411 Sustainability, Innovation, and Entrepreneurship (3 cr.) Online Joint Collaborative Degree Course.** 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.

**SUST-S 460 Leadership and Engagement (3 cr.) Online Joint Collaborative Degree Course.** 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.

**SUST-S 490 Sustainability Practicum (3 cr.) Online Joint Collaborative Degree Course.** 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.

**SUST-S 491 Internship in Sustainability (3 cr.) Online Joint Collaborative Degree Course.** Involves placement in a business, not-for-profit agency or governmental unit to give student hands on experience working with sustainability in a practical setting.

**SUST-S 495 Directed Readings in Sustainability (3 cr.) Online Joint Collaborative Degree Course.**

Independent study involving systematic schedule of readings contracted with and supervised by a faculty member.

**SUST-S 496 Research in Sustainability (3 cr.) Online Joint Collaborative Degree Course.** Independent study involving systematic schedule of readings contracted with and supervised by a faculty member.

**WGS-T 390 Literary and Intellectual Traditions (3 cr.) Online Joint Collaborative Degree Course.** 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.

#### **bs-applied-health-science**

**AHSC-A 420 Healthcare Finance (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. This course is designed as an introduction to healthcare finance. Basic concepts of healthcare finance and business including health care reimbursement, cost, pricing, planning, budgeting, financial operations, investment, cash flow, risk analysis, profit, financing, and financial condition assessment.

**AHSC-A 430 Supervision and Resource Management for Health Professionals (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. This course will provide basic knowledge of many crucial aspects of healthcare supervision and resource management. Healthcare supervision and resource management can differ from other sector management in that it is multifaceted especially in the area of generating revenue and reimbursement for services as well as requirements for accreditation. Although it is a highly regulated industry, principle of creating a positive organization, the use of resources and management of those resources have similarities to many non-healthcare related organizations. This course will discuss various pertinent topics involved in supervision and resource management which may include but may not be limited to the following: healthcare resource management overview, the healthcare marketplace, quality management within healthcare organizations, establishing benchmarks and organizational research methods, productivity and performance management, metrics in healthcare organizations, the basics of project management, supply chain management, purchasing and materials management, inventory management and best practices for healthcare organizational management.

**AHSC-A 440 Health Care Administration and Strategic Planning (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. This course will build on concepts introduced in AHSC H-301 Health Care Delivery and Leadership. In this course students will explore issues related to management and planning in health care organizations. Management theory will be discussed as will concepts related to organizational culture, leading and motivating, planning, quality improvement, managing change, and conflict resolution. Emphasis will be placed on practical application of knowledge related to organizational planning.

**AHSC-C 415 Health Assessment, Education, and Promotion (6 cr.) Online Joint Collaborative Degree**

**Course.** P: HSC-H 320; AHSC-H 330. C: HSC-H 320; AHSC-H 330. This is an introductory course with a focus on the discipline and profession of health education. Major concepts to be explored include health and wellness, determinants of health behavior, the nation's health status and health promotion. Preparing an assessment and plan for health promotion for the student's own community will be the culminating teaching-learning activity.

**AHSC-C 425 Program Assessment, Planning, and Evaluation I (6 cr.) Online Joint Collaborative Degree Course.** This course examines individual, group, and community needs assessment strategies and how these strategies are used in conjunction with theory to develop program goals, objectives, and program evaluation mechanisms that address public health concerns through health education and health promotion programs.

**AHSC-C 435 Program Planning, Assessment, and Evaluation II (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-C 425. C: AHSC-C 425. This course examines the implementation and evaluation of health education and promotion programs, population health status, and health behavior initiatives. Effective strategies for developing, implementing, and evaluating program goals, objectives, and outcomes will be examined. This course is required in the BS-AHS Health Educator track.

**AHSC-H 301 Health Care Delivery and Leadership (6 cr.) Online Joint Collaborative Degree Course.** Health care is diverse and dynamic. In this course, students examine the history and current functions of health services delivery systems in the United States. Focus is on the components, their interaction, and internal/external control. As a person in leadership roles of organizations you will also discover how to effectively deliver health care services in hospitals, nursing homes, multi-specialty clinics, and home health care agencies. Students will examine how principles of effective leadership skills including organizational design, motivation, conflict management, teamwork, and strategic alliances are utilized in the ever changing healthcare environment.

**AHSC-H 310 Health Policy, Ethics, and Legal Issues (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. In this course, students are introduced to the concepts of health policy and policy analysis, health care ethics and contemporary ethical dilemmas, and legal issues related to health care and health care outcomes. Students will be exposed to leadership strategies for effecting changes in policy, and in resolving legal and ethical dilemmas that arise in health care. Emphasis is placed on application of knowledge to real and simulated case problems.

**AHSC-H 320 Consumer Health (3 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. Students are introduced to the ways consumers receive and use information to inform health practices and influence choices of health products, services, and providers. Concepts include health literacy and decision-making, internal and external influences on health care decisions and health outcomes, and effective health education. Exemplar health issues are discussed.

**AHSC-H 330 Intercultural Health Communication (6 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. This course explores

issues related to intercultural communication practices. It examines the important role of social, cultural, and historical content in human interactions related to health disparities. Students will explore the definition of health, wellness, and illness by various underrepresented groups. Students will be able to critically analyze how various groups are affected by illness, what effect this has on the community, and what health promotion specialists can do to address these concerns in a culturally and linguistically appropriate way.

**AHSC-H 340 Research in the Health Sciences (3 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. This course is designed as an introduction to using the research process to address health science problems and the use of evidence as a foundation for practice. Critical analysis of research studies will be emphasized.

**AHSC-H 350 Economics of Health Care (3 cr.) Online Joint Collaborative Degree Course.** P: AHSC-H 301. C: AHSC-H 301. Economics of Health Care is a growing field and is an important aspect of public policy in developed and developing countries. The provision and production of health care has different characteristics and incentives from other consumer goods making health related markets a unique topic for study. This course is designed to introduce undergraduate students in healthcare fields to Health Economics. A number of topics including: - Basic economic concepts important for the study in health economics - Why health is different from other goods, aspects of the US health care market - Health care in other countries - Health care reform

**AHSC-H 360 Population Health, Epidemiology, and Biostatistics (6 cr.) Online Joint Collaborative Degree Course.** In this course, students are provided an overview of the principles and practice of population health, epidemiology, and biostatistics. Students will be introduced to the basic terms and definitions of population health and the factors that lead to disease causation, as well as disease prevention. Students will explore and discuss the concepts of social justice, health disparities, determinants of health, culture, health systems, lifespan, and health promotion as they apply to groups of people, rather than to individuals. Through an introduction to epidemiologic terminology, methods, critical thinking, and basic analysis, students will be able to describe how disease is distributed within populations and communities.

**AHSC-H 370 xxx (3 cr.) Online Joint Collaborative Degree Course.**

**AHSC-H 480 xxx (3 cr.) Online Joint Collaborative Degree Course.**

#### **bs-mit**

**AHLT-R 404 Sectional Imaging Anatomy (2-3 cr.) Online Joint Collaborative Degree Course.** 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. IUSB

**AHLT-R 405 Advanced Diagnostic Imaging I (3 cr.) Online Joint Collaborative Degree Course.** 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. (IUSB)

**AHLT-R 404 Advanced Diagnostic Imaging II (2-3 cr.) Online Joint Collaborative Degree Course.** 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. (IUSB)

**AHLT-R 407 Seminar in Medical Imaging (3 cr.) Online Joint Collaborative Degree Course.** Current trends in the ethical conduct and issues that concern health professionals and spheres of the contemporary health care arena are analyzed through the use of case studies, articles, and video presentations. (IUSB)

**AHLT-R 408 dd (3 cr.) Online Joint Collaborative Degree Course.**

**AHLT-R 409 Project in Medical Imaging (3 cr.) Online Joint Collaborative Degree Course.** Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. (IUSB)

**AHLT-R 409 Project in Medical Imaging (3 cr.) Online Joint Collaborative Degree Course.** Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project.. (IUK)

**AHLT-R 414 Sectional Imaging Pathology (3 cr.) Online Joint Collaborative Degree Course.** An in-depth study of general pathology concepts and diseases that affect specific body systems. An emphasis is placed on the appearance of the disease process on sectional images. (IUSBA)

**RADI-R 404 Multiplanar Anatomy for Medical Imaging Technology (2-3 cr.) Online Joint Collaborative Degree Course.** (IUPUI)

**RADI-R 451 Medical Imaging Theory I (3 cr.) Online Joint Collaborative Degree Course.** Lectures, interactive modules, labs, and written material on the physical principles, anatomy/pathology, and procedures for advanced imaging modalities including computed tomography, magnetic resonance, and interventional radiology. (IUPUI)

**RADI-R 452 Medical Imaging Applications (3 cr.) Online Joint Collaborative Degree Course.** Lectures on and evaluations of the computed tomographic, magnetic resonance, ultrasound and vascular images as applied to pathologic conditions of specific body areas. Student presentations and journal reports are required. (IUN)

**RADI-R 451 Medical Imaging Theory II (3 cr.) Online Joint Collaborative Degree Course.** This course provides an overview of the modalities IR/CC and US. In addition, the principles of digital imaging are covered. Safety regulations for all modalities is studied as well. (IUPUI)

**RADI-R 456 Medical Imaging Technology Project I (3 cr.) Online Joint Collaborative Degree Course.**

Lecture and independent study on a selected medical imaging topic to produce a proposal, outline, and scientific poster. (IUN)

**RADI-R 456 Medical Imaging Technology Project II (3 cr.) Online Joint Collaborative Degree Course.**

Lecture and independent study on the selected medical imaging topic to produce a manuscript in publishable format. (IUPUI)

**RADS-R 404 Sectional Imaging Anatomy (2-3 cr.) Online Joint Collaborative Degree Course.** 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. (IUN)

**RADS-R 405 Advanced Diagnostic Imaging I (3 cr.) Online Joint Collaborative Degree Course.** 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. (IUN)

**RADS-R 406 Advanced Diagnostic Imaging II (3 cr.) Online Joint Collaborative Degree Course.** 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. (IUN)

**RADS-R 406 Topics in Radiologic Sciences (3 cr.) Online Joint Collaborative Degree Course.** Topics in radiologic sciences. Study of selected topics in radiologic sciences. (IUN)

**RADS-R 406 Project in Medical Imaging (3 cr.) Online Joint Collaborative Degree Course.** Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project. (IUN)

**RADS-R 414 Sectional Imaging Pathology (3 cr.) Online Joint Collaborative Degree Course.** 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. (IUN)

**bs-informatics**

**INFO-C 203 Social Informatics (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 100. Introduction to key ethical, privacy and legal issues as related to informatics, and social research perspectives and literatures on the use of information and communication technologies. Topics include: intellectual property, legal issues, societal laws, ethical use of information, information privacy laws, personal code of ethics, principles for resolving ethical conflicts, and popular and controversial uses of technology. This course also outlines research methodologies for social informatics.

**INFO-C 211 Programming 2 (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 210. C: INFO-

C 210. Second course in the two-course sequence of intensive computer programming. In this course, students will learn and apply object oriented computer programming concepts and techniques. The course will also provide a brief introduction to data structures and files.

**INFO-C 300 Human Computer Interaction (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 211.

This course introduces core topics and approaches in human-computer interaction including the process of designing and evaluating interactive technologies. Topics include interaction design, evaluation, usability, user psychology, prototyping, requirements and analysis, and related issues. Students working in teams identify stakeholders, build user-centered interfaces, and apply statistics to analyze user data.

**INFO-C 307 Data Rep Organization (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 211.

This course will provide an introduction to ways in which data can be organized, represented and processed from low-level to high level. Topics include construction of memory based structures and algorithms using arrays (single, multidimensional), lists (single, double, circular), stacks, queues, binary trees, and hash tables, and basic file manipulation.

**INFO-C 399 Database Systems (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 201 and INFO-C 211.

This course will provide an in-depth discussion of database systems fundamentals. The course emphasizes the concepts underlying various functionalities provided by a database management system, and its usage from an end-user perspective. Topics include: overview and architecture of database systems, the relational database modeling and querying, and basic XML database modeling and querying.

**INFO-C 413 Web Design and Development (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 211 and INFO-C 300.

This courses introduces Website design and development, topics include client-side technologies such as Hypertext Markup Language (HTML, XML), the document object model (DOM), Cascading Style Sheet (CSS), JavaScript and jQuery, AJAX, front-end framework, and server-side technologies.

**INFO-C 450 System Design (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 300.

This course introduces the concepts of large scale system design and development. Topics include: the software development life cycle, specification, analysis, design, modeling, use cases, user interface design, planning, estimating, reusability, portability, working in teams, introductory project management and CASE tools. Student teams will present their final project design.

**INFO-C 451 System Implementation (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 450.

This course introduces the concepts of large scale system implementation. Topics include: implementation of data models, user interfaces, and software systems, working in teams, software testing, planning, estimating, and post-delivery maintenance. The students will work in teams and will utilize project management tools and revision control and source code management systems. Student teams will present their final project design.

**INFO-C 452 Project Management (3 cr.) Online Joint Collaborative Degree Course.** P: INFO-C 450. This course provides an in-depth discussion of project management in an Informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory and team building.

**INFO-C 100 Informatics Foundations (3 cr.) Online Joint Collaborative Degree Course.** Introduction to informatics, basic problems solving and elementary programming skills. It also provides a survey of computing tools in the context of selected disciplines (cognates).

**INFO-C 112 Programming and Databases (3 cr.) Online Joint Collaborative Degree Course.** C: INFO-C 100. This course is an introduction to programming and databases, two basic means of creating, changing, and storing information on a computer. Computational thinking, basic programming, and basic debugging methods will be covered in a high-level language. Data modeling, schemas, SQL queries, and data-entry forms will also be emphasized.

**INFO-C 201 Math Foundation Informatics (3 cr.) Online Joint Collaborative Degree Course.** P: MATH-M 118. An introduction to methods of analytical, abstract, and critical thinking; deductive reasoning; and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, elementary statistics, proof methods in mathematics, and mathematical induction.

**INFO-C 210 Programming I (3 cr.) Online Joint Collaborative Degree Course.** C: C/P INFO-C 100 and INFO-C 112. First in a two-course sequence of intensive computer programming. In this course, students will design, develop, test, and debug software solutions using a given programming language.

## Arts Management | ARTS

Pictured | **Tally Diaz** | *B.F.A. in Photography / Minors in Graphic Design and Printmaking* (hometown)

**Volunteer activities** | Stage camerawoman/videographer and Life Group, First Baptist Church  
Photo credit | **Susan Moore**

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## Arts Management | ARTS

P Prerequisite | C Co-requisite | R Recommended  
I Fall Semester | II Spring Semester | S Summer Session/s

**ARTS-M 200 Introduction to arts Management (3 cr.)** A comprehensive environmental overview of the arts, culture, and entertainment industry in the U.S., emphasizing the non-profit performing arts. Students will learn fundamentals of business models, governance and arts management structures, and managerial functions of programming, marketing, fundraising, and more, utilizing lecture, discussion, reading, research, writing, and presentation.

**ARTS-M 210 Introduction to Fundraising for the Arts (3 cr.)** P: THTR-M 200 or permission of instructor. This course is an introduction to fundraising for non-profit arts

organizations. Students will learn basic legal and ethical principles of philanthropy, methods of prospect research, donor cultivation, solicitation, and stewardship.

**ARTS-M 220 Arts Marketing (3 cr.)** P: THTR-M 200 or permission of instructor. Arts Marketing will provide students with an overview of marketing theory, strategy, and tactics to develop audiences for an artistic enterprise. Students will study consumer behavior, segmentation, and learn how to develop a comprehensive marketing plan through lecture and discussion, readings, research, writing, quiz, and oral presentation.

# INDIANA UNIVERSITY SOUTH BEND

CAMPUS BULLETIN 2018-2019



## FACULTY

- RESIDENT FACULTY, LIBRARIANS, AND ADMINISTRATIVE STAFF
- EMERITI FACULTY

## Faculty

Pictured | **Jann L. Joseph, Ph.D.** | *University of Wisconsin Madison, 1998* | Interim Chancellor

### Faculty and Administrative Staff Listing

#### Resident Faculty, Librarians, and Administrative Staff

- Adaikkalavan to Dyczko (A-D)
- Economakis to Huff (E-H)
- Iapalucci-Lynker (I-L)
- Magnan-Park to Prater (M-P)
- Qian to Tourtillotte (Q-T)
- Vajiac to Zynda (V-Z)

#### Emeriti Faculty

- Ackoff to Duff
- Esselstrom to Hultink
- Isaacson to Leggett
- Maher to Poinsette
- Reck to Tull
- Urbach to Ziolkowski

## Resident Faculty, Librarians, Administrative Staff | A-D

Pictured | **Oscar Barrau, Ph.D.** | University of Pennsylvania, 1995 | Associate Professor of Spanish

### All tenure track faculty are graduate faculty

#### A

- [Adaikkalavan, Raman, Ph.D.](#) (The University of Texas at Arlington, 2006), Chair and 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, 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), Professor of Accounting, Judd Leighton School of Business and Economics
- [Ahlgrim, Kevin L.](#), Manager, Telecommunications Systems, University Information Technology Services
- Allison, Terry L., Ph.D. (University of California, San Diego, 2000), Chancellor of Indiana University South Bend; and Professor of English, College of Liberal Arts and Sciences
- [Allison, Gary](#), Application Support Consultant, University Information Technology Services
- [Allison, Terry L., Ph.D.](#) (University of California, San Diego, 2000), Professor of English, College of Liberal Arts and Sciences
- [Amellio, Justin, M.F.A.](#) (Virginia Commonwealth University, 2011), Assistant Professor of Theatre, Ernestine M. Raclin School of the Arts
- [Ananth, Mahesh, Ph.D.](#) (Bowling Green State University, 2003), Associate Professor of Philosophy, College of Liberal Arts and Sciences
- [Anderson, Gretchen L., Ph.D.](#) (University of Minnesota, 1987), Chair of Chemistry and Biochemistry; Director of Science Initiatives; and Professor of Chemistry, College of Liberal Arts and Sciences
- [Anderson, Tracey A., J.D.](#) (University of Arizona, 1984), Chair of Accounting and Decision Sciences; and Professor of Accounting, Judd Leighton School of Business and Economics

#### B

- [Badridze, Ketevan, M.M.](#) (Indiana University South Bend, 2005), Chair, Toradze Piano Institute; and Senior Lecturer in Music, Ernestine M. Raclin School of the Arts
- [Baierl, Kenneth W., Jr., M.L.S.](#) (Indiana University South Bend, 2009), Chief of Staff, Office of the Chancellor; Director of Communications and Marketing
- [Bailey, Krista, M.L.S.](#) (Indiana University South Bend, 2011), Director, Center for a Sustainable Future; and Lecturer in Sustainability Studies, College of Liberal Arts and Sciences

- [Baker, Susan, B.S.N.](#) (Indiana University South Bend, 2004), Manager, Support Center, University Information Technology Services
  - [Bakerson, Michelle Ann, Ph.D.](#) (Western Michigan University, 2009), Associate Professor of Educational Research, School of Education
  - [Balthaser, Benjamin L., Ph.D.](#) (University of California, San Diego, 2010), Associate Professor of English, College of Liberal Arts and Sciences
  - [Barko, Alexander \(Kofi\), M.S.](#) (Indiana State University, 2015), Academic Success Coach, Titan Success Center
  - [Barnhart, Jill, M.S.](#) (Boston College, 2011), Director, Financial Aid and Scholarships
  - [Barrau, Oscar, Ph.D.](#) (University of Pennsylvania, 1995), Chair, World Language Studies; and Associate Professor of Spanish, College of Liberal Arts and Sciences
  - [Beauchamp, Sydney Gale, M.S.](#) (Indiana University South Bend, 1999), Senior Lecturer in Elementary Education, School of Education
  - [Behnke, Edward, B.S.](#) (Indiana University, 2004), Research Engineer, Physics and Astronomy, College of Liberal Arts and Sciences
  - [Behrend-Nelson, Christine A., M.S.W](#) (Indiana University South Bend, 2006), Academic Advisor, Vera Z. Dwyer College of Health Sciences
  - [Bendy, Susan, BA](#) (Indiana University, 1989), Auxiliary Accountant, Auxiliary Support Services
  - [Bennett, Larry, Ph.D.](#) (University of Illinois at Chicago, 1990), B.S.W. Coordinator; and Professor of Social Work, Vera Z. Dwyer College of Health Sciences
  - [Bennion-Turba, Elizabeth Anne, Ph.D.](#) (University of Wisconsin, Madison, 2001), Director of American Democracy Project; and Professor of Political Science, College of Liberal Arts and Sciences
  - [Berger, Teresa, B.A.](#) (Indiana University South Bend, 2015), Financial Aid and Scholarships Administrator/ Counselor
  - [Bernth, Dennis](#), Sergeant, Safety and Security
  - [Bertrand, Jill, M.S.](#) (Boston College, 2011), Director of Financial Aid and Scholarships
  - [Bindroo, Vishal M., Ph.D.](#) (University of Central Florida, 2009), Associate Professor of Marketing, Judd Leighton School of Business and Economics
  - [Bishop, Marianne Castano S., Ed.D.](#) (Harvard University, 2003), Director, Center for Distance Education
  - [Blakely, Dorlita M., B.S.](#) (Indiana University Northwest, 2017), Manager, Web services, University Information Technology Services
  - [Blatt, Alex, B.F.A.](#) (DePaul University, 1993), Resident Stage Manager and Equipment Coordinator, Ernestine M. Raclin School of the Arts
  - [Bloom, Vicki, M.S.L.S.](#) (Wayne State University, 1981), Dean of Library Services, Franklin D. Schurz Library
  - [Blouin, David Daniel, Ph.D.](#) (Indiana University, 2008), Associate Professor of Sociology, College of Liberal Arts and Sciences
  - [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), Associate Professor of Psychology, College of Liberal Arts and Sciences
  - [Botkin, Nancy Carol, M.L.S.](#) (Indiana University South Bend, 1990), 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), Field Instruction Coordinator, Vera Z. Dwyer College of Health Sciences
  - [Bregu, Kladji, Ph.D.](#) (University of Arkansas, 2017), Assistant Professor of Economics, Judd Leighton School of Business and Economics
  - [Brittenham, Rebecca, Ph.D.](#) (Rutgers, The State University of New Jersey, 1994), Director, First year Writing Program; and Professor of English, College of Liberal Arts and Sciences
  - [Brown, Anne Elizabeth, Ph.D.](#) (Brandeis University, 1984), Professor of Mathematical Sciences, College of Liberal Arts and Sciences
  - [Brown, Erin, B.A.](#) (Indiana University South Bend, 2012), Academic Success Coach, Titan Success Center
  - [Brown, Thomas, Jr., M.S.](#) (Indiana University South Bend, 2015), Career Coach, Career Placement
  - [Browning, Gary R., M.L.S.](#) (Indiana University-Purdue University Indianapolis, 2014), Lead Security Analyst, Public Safety and Institutional Assurance / University Information Security Office
  - [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
  - Buckman, Cathy M., M.S. (Indiana University South Bend, 1992), Associate Vice Chancellor for Enrollment Services, Student Affairs and Enrollment Management
  - [Burns, James, Ph.D.](#) (Western Michigan University, 2015), Assistant Professor of Industrial Engineering Technology, Purdue Polytechnic South Bend
  - [Bushnell, Peter G., Ph.D.](#) (University of Hawai'i at M#noa, 1988), Professor of Biology, College of Liberal Arts and Sciences
  - [Butchko, Lori A., M.S.](#) (Springfield College, 2003), Student Services Coordinator, Purdue Polytechnic South Bend
  - Butler-Harley, Michael, M.E. (Abilene Christian University, YEAR), Director of Student Teaching and Clinical Practice, School of Education
  - [Buysse, Douglas, B.S.](#) (St. Joseph's College, 2009), Head Men's Baseball Coach
- C**
- 
- [Campbell, Brandon, B.S.](#) (Calumet College of Saint Joseph, 2017), Lieutenant, Indiana University Police Department
  - [Campbell, Joseph, Ph.D.](#) (Southern Illinois University-Carbondale, 2014), Assistant Professor

- of Counseling and Human Services, School of Education
- [Carlson, Rhiannon, B.A.](#) (Purdue University, 2008), Veteran Counselor and Program Coordinator, Student Affairs and Enrollment Management
  - [Casey, Geraldine, Ph.D.](#) (City College of New York, 2002), Assistant Professor of Labor Studies, Department of Labor Studies
  - [Castillo, Ivan, B.A.](#) (Indiana University South Bend, 2016), Admissions Counselor
  - [Chaney, Joseph R., Ph.D.](#) (University of California, Irvine, 1993), Director, Master of Liberal Studies Program; and Professor of English, College of Liberal Arts and Sciences
  - [Chang, Ni, Ed.D.](#) (Vanderbilt University, 1996), Professor of Elementary Education, School of Education
  - [Chen, Linda, Ph.D.](#) (University of Massachusetts Amherst, 1988), Associate Vice Chancellor for Academic Affairs; Dean of Undergraduate Studies; and Professor of Political Science, College of Liberal Arts and Sciences
  - [Chen, Shanqin, Ph.D.](#) (Brown University, 2005), Graduate Director, Applied Mathematics and Computer Science; and Associate Professor of Applied Mathematics, College of Liberal Arts and Sciences
  - [Cheng, Xiaoqiang, M.L.I.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), Professor of Mathematics, College of Liberal Arts and Sciences
  - [Choi, Jacqueline, D.M.A.](#) (Manhattan School of Music, 2015), Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
  - [Christopher, Karen J., M.S.](#) (Indiana University, 1987), Director, Student Services, College of Liberal Arts and Sciences
  - [Clark, Thomas M., Ph.D.](#) (University of California, Irvine, 1994), Chair, Department of Biological Sciences; and Professor of Biology, College of Liberal Arts and Sciences
  - [Clift, Ian C., Ph.D.](#) (Mayo Graduate School, 2014) Program Director of Health Sciences and Clinical Assistant Professor of Health Sciences, Vera Z. Dwyer College of Health Sciences
  - [Colborn, James Randall, M.F.A.](#) (Purdue University, 1986), Professor of Theatre, Ernestine M. Raclin School of the Arts
  - [Colborn, Nancy Wootton, M.L.S.](#) (Indiana University, 1993), Librarian; Head of Information Literacy Services, Franklin D. Schurz Library
  - [Cole, Amy, 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), Professor of Philosophy, College of Liberal Arts and Sciences
  - [Connor, Peter, M., Ph.D.](#) (Indiana University, 2009), Associate Professor of Mathematics, College of Liberal Arts and Sciences
  - [Cook, Susan Jo, M.S.](#) (Indiana University South Bend, 1991), Senior Lecturer in Biology, College of Liberal Arts and Sciences
  - [Cooper, Jameson Scott, M.M.](#) (Kent State University, 1999), Senior Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
  - [Cooper, Scott, M.S.](#) (Alfred University, 2004), Head Men's Basketball Coach, Student Affairs and Enrollment Management
  - [Cress, Susan W., Ed.D.](#) (University of Florida, 1989), 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
- 
- [Davis, Hope Smith, Ed.D.](#) (University of Cincinnati, 2009), Interim Dean; and Associate 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
  - [Davis, Tracie, M.L.S.](#) (Indiana University South Bend, 2002), Business Advisor, Judd Leighton School of Business and Economics
  - [Dawson, Keith, M.B.A.](#) (University of Notre Dame, 2007), Registrar, Student Affairs and Enrollment Management
  - [DeKeyser, Jerry C., B.S.](#) (Indiana University South Bend, 1998), Computer Science Laboratory Supervisor, College of Liberal Arts and Sciences
  - [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
  - [Deranek, Jennifer, Ph.D.](#) (Western Michigan University, 2015), Clinical Assistant Professor of Health Sciences, Vera Z. Dwyer College of Health Sciences
  - [Dielman, Carmen A., DHS](#) (Nova Southeastern, 2016), Coordinator of Bachelor of Science in Applied Health Sciences; and Senior Clinical Lecturer in Health Sciences, Vera Z. Dwyer College of Health Sciences
  - [Dinh, Hang Trung, Ph.D.](#) (University of Connecticut, 2010), Associate Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
  - [Dobrzykowski, Teresa Marie, Ph.D.](#) (Indiana University—Purdue University Indianapolis, 1998), Assistant Dean of the School of Nursing; and

Associate Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences

- [Douglas, David Wood, D.D.S.](#) (Indiana University, 1980), Clinical Assistant Professor of Dental Education, Dental Education, Vera Z. Dwyer College of Health Sciences
- [Douglas, Kenneth A., Ph.D.](#) (University of North Carolina, Greensboro, 2011), Assistant Professor of Music, Ernestine M. Raclin School of the Arts
- [Drake, Anne, M.S.W.](#) (Indiana University South Bend, 2011), Director of Disability Support Services, Student Affairs and Enrollment Management
- [Dufour-Noneman, Demaree, B.A.](#) (Ball State University, ), Arts Production Coordinator, Ernestine M. Raclin School of the Arts
- [Dunn, Elizabeth E., Ph.D.](#) (University of Illinois at Urbana—Champaign, 1990) Professor of History, College of Liberal Arts and Sciences
- [Dyczko, Moira, B.A.](#) (Indiana University, 1998), Director, Alumni Relations and Campus Ceremonies

## Resident Faculty, Librarians, Administrative Staff | E-H

Pictured | **William (Bill) Feighery, Ph.D.** | Associate Dean; and Professor of Chemistry, College of Liberal Arts and Sciences

### All tenure track faculty are graduate faculty

- [Economakis, Diane Persin, M.A.](#) (University of Notre Dame, 2005), Assistant Director, First Year Writing Program; and Senior Lecturer in English, College of Liberal Arts and Sciences
- [Edmondson, Mallory L., M.S.](#) (University of Bridgeport, 2015), Clinical Assistant Professor of Dental Education; and Co-Director of the Division of Dental Education, Vera. Z. Dwyer College of Health Sciences
- [Ervick, Kelcey Celia, Ph.D.](#) (University of Cincinnati, 2006), Associate Professor of English, College of Liberal Arts and Sciences
- [Ervick, Kimberly J., M.L.S.](#) (Indiana University, 1995), Supervisor of the Dorothy J. Wiekamp Educational Resource Commons, Franklin D. Schurz Library
- [Esposito, Michael, M.A.E.](#) (Western Kentucky University, 1997), Director, Career Placement Office, Judd Leighton School of Business and Economics
- [Evans, Andy, B.G.S.](#) (Indiana University South Bend, 2008), Manager, Microcomputer Support, University Information Technology Services

### F

- [Falzon, Judith, M.L.S.](#) (Indiana University, 1992), Associate Librarian
- [Feighery, Julie Marie-Frank, M.L.S.](#) (Indiana University, 2001), Associate Librarian; and Head of Public Relations and Outreach, Franklin D. Schurz Library
- [Feighery, William G., Ph.D.](#) (State University of New York at Buffalo, 1990), Associate Dean; and Professor of Chemistry, College of Liberal Arts and Sciences
- [Finch, Daniel, A.S.](#) (ITT Technical Institute, 1985), Systems Support Consultant, University Information Technology Services

- [Finlay, Stephen Craig, M.L.S.](#) (Indiana University, 2013), Assistant Librarian; and Scholarly Communication Librarian, Franklin D. Schurz Library
- [Fisher, Linda Fleshman, M.L.S.](#) (Western Michigan University, 1979), Associate Librarian; and Director of Research, Instruction, and Outreach, Franklin D. Schurz Library
- [Fisher, Thomas, Ph.D.](#) (University of Kentucky, 2001) Dean of the Vera Z. Dwyer College of Health Sciences; and Professor of Health Sciences
- [Fletcher, Michael F.](#), Director, Endpoint System Management Team; and Hardware Support Services, University Information Technology Services
- [Flora, Kristine, M.S.N.](#) (Valparaiso University, 1997), Clinical Lecturer in Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
- [Fong-Morgan, Bridget M., Ph.D.](#) (University of Michigan—Ann Arbor, 1998), Associate Professor of Spanish, World Language Studies, College of Liberal Arts and Sciences
- [Forsythe, Karla, M.L.S.](#) (Indiana University South Bend, 2013), Assistant Director of Online Bachelor of Applied Science Program, Judd Leighton School of Business and Economics
- [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), Professor of Management and Entrepreneurship, Judd Leighton School of Business and Economics
- [Frame, Kari, A.S.](#) (Ivy Tech, 2011), Clinic Operations Director, Vera Z. Dwyer College of Health Sciences
- [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
- [Froysland, Hayley Susan, Ph.D.](#) (University of Virginia, 2002), Director, General Studies Program; and Associate Professor of History, College of Liberal Arts and Sciences
- [Fujita, Frank, Ph.D.](#) (University of Illinois at Urbana—Champaign, 1993), 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 Social Work, Vera Z. Dwyer College of Health Sciences
- [Gatto, Angela, M.S.N.](#) (Bethel College, 2014) Clinical Assistant Professor of Nursing, Vera Z. Dwyer College of Health Sciences
- [Gawlik, Judith, M.S.](#) (Illinois State University, 1983) Education Recruiter, School of Education
- [Gerencser, Steven A., Ph.D.](#) (University of Minnesota, 1996), Chair and Professor of Political Science, College of Liberal Arts and Sciences
- [Gerken, Christina, Ph.D.](#) (Bowling Green State University, 2007), Associate Professor of Women's Studies, College of Liberal Arts and Sciences
- [Gillen, Kevin M., M.A.](#) (Ball State University, 2003), Senior Lecturer in Communication Studies, Ernestine M. Raclin School of the Arts

- [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), Associate Director, Office of Communications and Marketing
- [Green, Maureen, B.A.](#) (Indiana University, 1987), Career Coach, Career Services, Student Affairs and Enrollment Management
- [Green, Yoshiko, M.S.Ed.](#) (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
- [Gretencord, Amy S., B.S.](#) (Indiana University South Bend, 2005), Clinical Assistant Professor of Radiography, Vera Z. Dwyer College of Health Sciences
- [Griffith, Kevin, M., Psy.D.](#) (Graduate Theological Foundation, 2012), Director, Student Counseling Center
- [Guan, Zhong, Ph.D.](#) (The University of Toledo, 2001), Professor of Statistics, College of Liberal Arts and Sciences
- [Hawkins, Christine M., MSN](#) (Valparaiso University, 1998), Clinical Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
- [He, Chu, Ph.D.](#) (University of Miami, 2009), Associate Professor of English, College of Liberal Arts and Sciences
- [Hebert, Terri, Ed.D.](#) (Stephen F. Austin State University, 2006), Assistant Professor of Elementary Education, School of Education
- [Hebert-Annis, Savanna, B.A., B.S.](#) (Indiana University, 2014), Assistant Registrar
- [Hebert-Annis, Catherine Colleen, M.A.](#) (Western Michigan University, 2007), Senior Lecturer in Spanish, College of Liberal Arts and Sciences
- [Heck, Marsha L., Ed.D.](#) (University of North Carolina at Chapel Hill, 1991), Associate Professor of Secondary Education, School of Education
- [Hefner, Theresa, A.S.](#) (Ivy Tech, 1995), Manager, Academic Affairs Office
- [Heidemann, Virginia, Ed.D.](#) (The University of Texas at El Paso, 2010), Director, Academic Centers for Excellence
- [Heller, Darryl, Ph.D.](#) (University of Chicago, 2012), Director, Student and Community Engagement, College of Liberal Arts and Sciences
- [Henderson, Brendon, B.S.](#) (Ball State University, 2017), Counselor/Coordinator, Diversity Recruitment
- [Hernando, Julio F., Ph.D.](#) (Washington University in St. Louis, 2005), Associate Professor of Spanish, College of Liberal Arts and Sciences
- [Hinnefeld, Jerry, Ph.D.](#) (University of Notre Dame, 1987), Chancellor's Professor of Physics, College of Liberal Arts and Sciences
- [Holloway, Matthew, MS](#) (Oakland University, 1989), 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
- [Hopkins, Dawn M., Ph.D.](#) (University of Notre Dame, 2015) Clinical Assistant Professor of Health Sciences, Vera Z. Dwyer College of Health Sciences
- [Horter, Amanda, MEd](#) (Grand Valley State University, 2009), Academic Advisor/Assistant Director Graduate Business Program, Judd Leighton School of Business and Economics
- [Horwat, Jeff, Ph.D.](#) (University of Illinois—Urbana Champaign, 2016), Assistant Professor of Fine Arts, Ernestine M. Raclin School of the Arts
- [Hottois, Sean, M.F.A.](#) (Fort Hays State University, 2005), Assistant Professor of New Media (Integrated New Media Studies), Ernestine M. Raclin School of the Arts
- [Hoover, Emily, B.S.](#) (University of Indianapolis, 2013), Financial Aid Administrator, Counselor
- [Houston, Judy B., B.Sc.](#) (Indiana Institute of Technology, 2006), Associate Bursar, Office of the Bursar, Administrative and Fiscal Affairs
- [Hubbard, Richard W., Ph.D.](#) (University of Notre Dame, 1979), Associate Professor of Psychology, College of Liberal Arts and Sciences

## H

- 
- [Haase, Joseph, B.A.](#) (Indiana University, 1990), Senior Media Production Specialist, University Information Technology Services
  - [Haithcox, Susan, MSN-Ed.](#) (University of Phoenix, 2013), Clinical Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
  - [Hakimzadeh, Hossein, Ph.D.](#) (North Dakota State University, 1993), Director of Informatics; and Associate Professor of Computer Science, College of Liberal Arts and Sciences
  - [Hanson, Timothy Phillip, M.F.A.](#) (University of Nevada, Las Vegas, 1993), Chair of Theatre and Dance; and Associate Professor of Theatre, Ernestine M. Raclin School of the Arts
  - [Harding, Gene, M.S.E.E.](#) (Rose–Human Institute of Technology, 1989), Associate Professor of Electrical and Computer Engineering Technology, Purdue Polytechnic South Bend
  - [Harley, Michael, M.Ed.](#) (Abilene Christian University, 2012), Graduate and Licensing Advisor, School of Education
  - [Harris, Dina S., M.Ed.](#) (Boston University, 1976), Director, Development, University Advancement
  - [Harris, Orin Michael, Ph.D.](#) (University of Washington, 2013), Visiting Postdoctoral Research Associate in Physics, College of Liberal Arts and Sciences
  - [Hartman, Rebecca S., B.S.](#) (Indiana University South Bend, 1988), Applications Support Consultant, University Information Technology Services
  - [Hatfield, Jennifer, M.H.S.](#) (Governors State University, 1997), Clinical Assistant Professor of Speech Language Pathology

- [Huff, Angela, B.G.S.](#) (Indiana University South Bend, 2013), Library Business Operations Manager, Franklin D. Schurz Library

## Resident Faculty, Librarians, Administrative Staff | I-L

Pictured | [Neovi Karakatsanis, Ph.D.](#), Director, Honors Program; and Professor of Political science, College of Liberal Arts and Sciences

### All tenure track faculty are graduate faculty

- I**
- [Iapalucci, Philip, MBA](#) (University of Notre Dame, 1991), Vice Chancellor, Administration and Finance
  - [Imes, Sharon Kay, M.S.N](#) (Indiana University—Purdue University Indianapolis, 1994), Senior Clinical Lecturer in Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
- J**
- [Jackson, Kevin](#), Manager, Assets, University Information Technology Services
  - [Jagodzinski, Mallory, Ph.D.](#) (Bowling Green State University, 2015), Assistant Director, Alumni Relations
  - [Jang, Sung Kyu, Ph.D.](#) (Florida State University—Tallahassee, 2012), Assistant Professor of Public Affairs, College of Liberal Arts and Sciences
  - [Jagodzinski, Mallory, Ph.D.](#) (Bowling Green State University, 2015), Assistant Director, Alumni Relations
  - [Johnson, Tamika](#), Student Services Support Specialist and International Admissions Officer, Student Affairs and Enrollment Management
  - [Jones, Heather Suzanne, M.L.S.](#) (Indiana University South Bend, 2007), Lecturer in French and Spanish, College of Liberal Arts and Sciences
  - [Jones, Sharon Marie, Ph.D.](#) (Loyola University Chicago, 2012), Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
  - [Joseph, Edwin, Ph.D.](#) (University of Wisconsin—Madison, 2003), Professor of Sustainability Studies, College of Liberal Arts and Sciences
  - [Joseph, Jann L., Ph.D.](#) (University of Wisconsin—Madison, 1998) Executive Vice Chancellor for Academic Affairs; and Professor of Education, School of Education
  - [Juricevic, Igor., Ph.D.](#) (University of Toronto, 2006) Assistant Professor of Psychology, College of Liberal Arts and Sciences
- K**
- [Kahan, Lee Frederick, Ph.D.](#) (University at Buffalo, The State University of New York, 2006), Associate Dean and Associate Professor of English, College of Liberal Arts and Sciences
  - [Karakatsanis, Neovi M., Ph.D.](#) (The Ohio State University, 1996), Director, Honor's Program; and Professor of Political Science, College of Liberal Arts and Sciences
  - [Kazmierczak, Jennifer, M.F.A.](#), (Illinois State University, 2015), Lecturer in Theatre, Ernestine M. Raclin School of the Arts
- [Keeler, William, B.S.](#) (Indiana University South Bend, 2009), Computer Science Laboratory Supervisor, College of Liberal Arts and Sciences
  - [Keith, Barbara Joan, M.S.N](#) (Indiana University—Purdue University Indianapolis, 1986), Clinical Lecturer in Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
  - [Kelley, Erinn, M.A.](#) (Indiana University South Bend, 2012), Lecturer in English, College of Liberal Arts and Sciences
  - [Kennedy, Maureen, B.S.](#) (Indiana University, 1991), Interlibrary Loan Supervisor, Franklin D. Schurz Library
  - [Kern, Beth Burchfield, Ph.D.](#) (Indiana University, 1986), Associate Dean, Undergraduate Business Programs; and 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
  - [Kimble, Rachel, B.A.](#) (University of Virginia, 2017), Residence Coordinator
  - [King, Neil, B.A.](#) (Indiana University South Bend, 2015), Media and Community Outreach Manager, Ernestine M. Raclin School of the Arts
  - [Kingsbury, Tabitha, M.L.S.](#) (Indiana University South Bend, 2015), Associate Director Student Retention, Judd Leighton School of Business and Economics
  - [Kohli, Raj K., D.B.A.](#) (Mississippi State University, 1990), Chair of Economics, Finance, and International Business; Director, Center for Economic Education; and Professor of Finance, Judd Leighton School of Business and Economics
  - [Kolbe, Richard \(Rick\), Ph.D.](#) (University of Cincinnati, 1984), Dean and Professor of Marketing, Judd Leighton School of Business and Economics
  - [Kuhn, Caryn, BA](#) (Earlham College, 2011), Learning Disability Specialist, Academic Support Services
  - [Kwong, Vincici Wing Yee, M.S.](#) (University of Illinois at Urbana—Champaign, 2005), Associate Librarian; and Head of Library Web Services, Franklin D. Schurz Library
- L**
- [Labbé, Brett, Ph.D.](#) (Bowling Green University, 2016), Assistant Professor of Communication Studies, Ernestine M. Raclin School of the Arts
  - [Ladd, Kevin L., Ph.D.](#) (University of Denver, 2000), Professor of Psychology, College of Liberal Arts and Sciences
  - [LaLime, LeAnna, M.S.N](#) (Bethel College, 2013), Clinical Lecturer in Nursing, Vera Z. Dwyer College of Health Sciences
  - [Lambert, Larry Lee, Ph.D.](#) (Indiana University, 2001), Associate Professor of Communication Studies, Ernestine M. Raclin School of the Arts
  - [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), Manager, Media Services, University Information Technology Services
- [Larrier, Yvonne Ingrid, Ph.D.](#) (Capella University, 2006), Associate Professor of Counseling and Human Services, School of Education
- [Lasater, John Michael, Ph.D.](#) (Syracuse University, 1992), Professor of Mass Communication and Chair of New Media, Ernestine M. Raclin School of the Arts
- [Leach, Sarah E., Ph.D.](#) (Purdue University, 2015), Associate Professor of Mechanical Engineering Technology, Purdue Polytechnic South Bend
- [Lee, David Dodd, M.F.A.](#) (Western Michigan University, 1993), Associate Professor of English, College of Liberal Arts and Sciences
- [Lee, Young Suk, M.F.A.](#) (Indiana University Bloomington, 2010), Assistant Professor of New Media, Ernestine M. Raclin School of the Arts
- [Lemanski, Diane, B.S.](#) (University of Michigan, 2012), Clinical Lecturer in Dental Education, Vera Z. Dwyer College of Health Sciences
- [Lepe-Moreno, Araceli, B.S.](#) (California State University, 1996), A.B.C Program Transfer Specialist, Student Affairs and Enrollment Management
- [Levine, Ilan, Ph.D.](#) (Purdue University, 1995), Professor of Physics and Astronomy, College of Liberal Arts and Sciences
- [Lidinsky, April, Ph.D.](#) (Rutgers, The State University of New Jersey, 2000), Director, Women's and Gender Studies; and Associate Professor of Women's Studies, College of Liberal Arts and Sciences
- [Linton, Jeremy Michael, Ph.D.](#) (Western Michigan University, 2003), Director, School of Education Counseling Clinic; and Associate Professor of Counseling and Human Services, School of Education
- [Lu, Xing, Ph.D.](#) (University of Alabama—Tuscaloosa, 2011), Associate Professor of Finance, Judd Leighton School of Business and Economics
- [Lucal, Elisabeth M., Ph.D.](#) (Kent State University, 1996), Director, First Year Experience; and 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
- [Luppés, 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), Associate Dean; and Professor of Physics and Astronomy, College of Liberal Arts and Sciences
- [Magnan-Park, Anne Celine, Ph.D.](#) (Université Rennes 2, 2002), Associate Professor of English; and Associate Professor of French, College of Liberal Arts and Sciences
- [Mahamat, Hassan](#), Multimedia Engineer, University Information Technology Services
- [Mancini, Michael, M.S.A.](#) (University of Notre Dame, 1991), Program Manager, Extended Learning Services
- [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), Acting Director of Sustainability Studies; and Associate Professor of Biology, College of Liberal Arts and Sciences
- [Martinez, Tami K., M.A.](#) (Andrews University, 2010), Assistant Dean, Ernestine M. Raclin School of the Arts; and Senior Lecturer in Communication Studies, Ernestine M. Raclin School of the Arts
- [Massat, Carol Rippey, Ph.D.](#) (University of Illinois at Urbana—Champaign, 1992), Director and Professor of Master's of Social Work, Vera Z. Dwyer College of Health Sciences
- [Mattox, Jake, Ph.D.](#) (University of California San Diego, 2007), Chair and Associate Professor of English, College of Liberal Arts and Sciences
- [Matz, Kurt, M.P.A.](#) (Indiana University, 1993), Chief, Indiana University Police Department
- [McC Campbell, Martha \(Marty\), J.D.](#) (University of Tennessee, 1988), Director of Affirmative Action/ Campus Diversity/Title IX Coordinator
- [McCormack, Jessica, D.M.A.](#) (University of North Texas, 2009), Associate Professor of Voice, Ernestine M. Raclin School of the Arts
- [McGann, Megan, Ph.D.](#) (University of Notre Dame, 2013), Clinical Faculty, Purdue Polytechnic South Bend
- [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), Professor of Sociology, College of Liberal Arts and Sciences
- [McInerney, Kimberly, M.N.A.](#) (University of Notre Dame, 2010), Senior Lecturer in Communication Studies, Ernestine M. Raclin School of the Arts
- [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), Associate Vice Chancellor for Academic Affairs; and Associate Professor of Chemistry, College of Liberal Arts and Sciences
- [McPherson, Ezella, Ph.D.](#) (University of Illinois at Urbana—Champaign, 2012), Director, Titan Success Center
- [Mecklenburg, Kirk L., Ph.D.](#) (The Ohio State University, 1987), Professor of Biology, College of Liberal Arts and Sciences

Photo credit | **Peter Ringenberg**

## **Resident Faculty, Librarians, Administrative Staff | M-P**

Pictured | **Jonathan Nashel, Ph.D.** | Professor of History | College of Liberal Arts and Sciences

**All tenure track faculty are graduate faculty**

M

- [Meisami, Alex, Ph.D.](#) (The University of Texas at San Antonio, 2010), Associate Professor of Finance, Judd Leighton School of Business and Economics
  - [Meluch, Andrea, Ph.D.](#) (Kent State University, 2016) Assistant Professor of Communication Studies, Ernestine M. Raclin School of the Arts
  - [Mentag, Nicole Marie, M.S.N.](#) (Ball State University, 2014), Clinical Assistant Professor of Nursing, Vera Z. Dwyer College of Health Sciences
  - [Merhi, Mohammad I., Ph.D.](#) (University of Texas—Pan America, 2014) Assistant Professor of Decision Sciences, Judd Leighton School of Business and Economics
  - [Mettetal, Gwendolyn Wallace, Ph.D.](#) (University of Illinois at Urbana—Champaign, 1982), Director, University Center for Excellence in Teaching; Professor of Psychology, College of Liberal Arts and Sciences; and Professor of Educational Psychology, School of Education
  - [Michaels, Clayton Todd, M.A.](#) (The University of New Mexico, 2005), Senior Lecturer in English, College of Liberal Arts and Sciences
  - [Micolichuk, Nicole, M.A.](#) (Michigan State University, 2013), Residence Coordinator, Housing and Residence Life, Student Affairs and Enrollment Management
  - [Mikulak, Phillip M., BA, B.S.](#) (Indiana University South Bend, 1983, 1993), Director for Systems Support, 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
  - [Miller, Trisha, M.L.S.](#) (Indiana University South Bend, 2011), Academic Advisor, College of Liberal Arts and Sciences
  - [Mishler, Paul C., Ph.D.](#) (Boston University, 1988), Associate Professor of Labor Studies, Department of Labor Studies
  - [Mlotshwa, Nelson, M.S.A.](#) (Indiana University South Bend, 2011), Lecturer in Accounting, Judd Leighton School of Business and Economics
  - [Mociulski, Barbara Ruth, M.D.](#) (Indiana University, 1981), Senior Lecturer in Fine Arts, 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), Chair; and Professor of Fine Arts, Ernestine M. Raclin School of the Arts
  - [Moreno, Araceli Lepe, B.S.](#) (California State University, 1996), Academic Success Coach, Titan Success Center
  - [Muna, \(Mutaaga\) Grace W., Ph.D.](#) (Michigan State University, 2005), Associate Professor of Chemistry, College of Liberal Arts and Sciences
  - [Muñiz, Jennifer A., D.M.A.](#) (Manhattan School of Music, 2004) Assistant Professor of Music, Ernestine M. Raclin School of the Arts
  - [Muñiz, Jorge, D.M.A.](#) (Manhattan School of Music, 2004), Chair; and Associate Professor of Music, Ernestine M. Raclin School of the Arts
  - [Murphy, Cynthia A., B.A.](#) (Goshen College, 1991), Recruitment/Retention Counselor, Office of Multicultural Enhancement, Student Affairs and Enrollment Management
  - [Murphy, J. Thomas, Ph.D.](#) (University of Illinois at Urbana-Champaign, 1993), Professor of History, College of Liberal Arts and Sciences
- 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), Professor of History, College of Liberal Arts and Sciences
  - [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, 2007), Director, English as a Second Language Program; and Senior Lecturer in English, College of Liberal Arts and Sciences
  - [Nielsen, Micheline C., Ph.D.](#) (University of Delaware, 2003), Professor of Art History, College of Liberal Arts and Sciences
  - [Norris, Thomas, B.S.](#) (St. Joseph's College, Year), Assistant Director, Athletics and Activities
  - [Nyhof, Melanie A., Ph.D.](#) (University of Pittsburg, 2011), Visiting Post Doctoral Fellow in Psychology, College of Liberal Arts and Sciences
- O**
- 
- [Oake, Maryann, M.B.A.](#) (Indiana Wesleyan University, 2015), Director of Radiologic Sciences; and Clinical Assistant Professor of Radiologic Science, Vera Z. Dwyer College of Health Sciences
  - [Obata, Yuri, Ph.D.](#) (University of Colorado, 2005), Chair, Communication Studies; and Associate Professor of Communication Studies, Ernestine M. Raclin School of the Arts
  - [O'Bryant, Daniel R., B.S.](#) (Indiana University, 1995), Web Developer, University Information Technology Services
  - [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), Education Academic Advisor, School of Education
  - [Okopnaia, Marina, M.Ed](#) (Grand Valley State University, 2016), Assistant Director of Admissions, Student Affairs and Enrollment Management
  - [Okrah, Kwadwo A., Ph.D.](#) (Ohio University, 1999), Director of Center for Global Education; and

Professor of Secondary Education, School of Education

- [Oldenburg, Shanon Patricia, M.A.](#) (Ball State University, 1998), Senior Lecturer in Biology, College of Liberal Arts and Sciences
- [Olivier, Ryan, D.M.A.](#) (Temple University, 2015), Visiting Assistant Professor of Music, Ernestine M. Raclin School of the Arts
- [Opasik, Scott Arthur, M.L.S.](#) (Indiana University South Bend, 1995), Associate Librarian; and Director of Access Support, Franklin D. Schurz Library

## P

- [Pace, William "Mike", M.B.A.](#) (Indiana Institute of Technology, 2003), Clinical Faculty, Organizational Leadership, Purdue Polytechnic South Bend
- [Pajakowski, Lori, D.N.P.](#) (Indiana University—Purdue University Indianapolis, 2015), Assistant Professor of Nursing, Vera Z. Dwyer College of Health Sciences
- [Pankow, John Robert, M.S.](#) (Indiana University South Bend, 1996), Lecturer in Mathematics, College of Liberal Arts and Sciences
- [Pant, Anurag Basant, Ph.D.](#) (The University of Kansas, 2006), Associate Professor of Marketing, Judd Leighton School of Business and Economics
- [Park, Sung-Jin, Ph.D.](#) (The University of Texas at San Antonio, 2016), Assistant Professor of Accounting, Judd Leighton School of Business and Economics
- [Parker, Kimberly J., M.L.S.](#) (Indiana University, 1995), Supervisor, Dorothy J. Wiekamp Educational Resource Commons
- [Pass, Shelly](#), Academic Operations Manager, Vera Z. Dwyer College of Health Sciences
- [Pathak, Bhavik Kapilbhai, Ph.D.](#) (University of Connecticut, 2006), Associate Dean of Graduate Business Programs and Accreditation; and Associate Professor of Decision Sciences, Judd Leighton School of Business and Economics
- [Paulk, Kyle J.](#), Microcomputer Support Utility Technician, University Information Technology Services
- [Pawlosky, Amy, M.S.](#) (Indiana State University, 2001), Instructional Technology Specialist, University Center for Excellence in Teaching
- [Peek, Sandra E., M.P.A.](#) (Indiana University South Bend, 2013), Clinical Lecturer in Dental Education, Dental Education, Vera Z. Dwyer College of Health Sciences
- [Perusich, Karl, Ph.D.](#) (Carnegie Mellon University, 1985), Associate Professor of Electrical Engineering Technology, Purdue Polytechnic South Bend
- [Peterson-Miller, Constance O., M.L.S.](#) (Indiana University South Bend, 2008), Director of Admissions and International Student Services, Student Affairs and Enrollment Management
- Peterson, Shotuns, MSW (Indiana University South Bend, 2005), Field Instruction Coordinator Administrative Faculty, School of Social Work
- [Piller, John, M.S.](#) (Purdue University, 2005), Clinical Faculty, Electrical and Computer Engineering Technology, Purdue Polytechnic South Bend

- [Pizaña, Kathleen, B.B.A.](#) (Davenport University, 1992), Director of Fiscal 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), Director, Masters of Public Administration; and Associate Professor of Geography, College of Liberal Arts and Sciences
- [Pott, Jamie, B.S.](#) (Grand Valley State, Year), Head Women's Varsity Volleyball Coach
- [Prater, Michael A., B.S.](#) (Purdue University, 1984), Director, Facilities Management, Administrative and Fiscal Affairs

Photo credit | **Peter Ringenberg**

## Resident Faculty, Librarians, Administrative Staff | Q-T

Pictured | **Kristyn Quimby, M.L.S.** | Assistant Dean, Applied Health Sciences; and Senior Clinical Lecturer in Dental Education | Vera Z. Dwyer College of Health Sciences

**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), Assistant Dean, Applied Health Sciences; and Senior Clinical Lecturer in Dental Education, Vera Z. Dwyer College of Health Sciences
- [Quinton, E. George, A.S.](#) (Indiana University, 1979), Hardware Support Consultant, University Information Technology Services

## R

- [Randall, Theodore Wesley, Ph.D.](#) (University of Kentucky, 2006), Associate Professor of Anthropology, College of Liberal Arts and Sciences
- [Randles, Anthony \(Tony\), Ph.D.](#) (North Dakota State University, 2012), Lecturer in Health, Physical Education and Recreation, School of Education
- [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
- [Rector, Tamea P., M.A.](#) (Indiana University South Bend, 2012), Coordinator of Student Services, Ernestine M. Raclin School of the Arts
- [Reddy, Rama Krishna, Ph.D.](#) (University of Memphis, 2016), Assistant Professor of Management, Judd Leighton School of Business and Economics
- [Resler, Jason, M.F.A.](#) (University of Minnesota, 2009), Assistant Professor of Costume Design, Ernestine M. Raclin School of the Arts
- [Reza, Hasan, Ph.D.](#) (University of Illinois at Chicago, 2014), Assistant Professor of Social Work, Vera Z. Dwyer College of Health Sciences

- [Ritchie, Kathy Lynn, Ph.D.](#) (University of Texas at Austin, 1992), Chair, and Associate Professor of Psychology, College of Liberal Arts and Sciences
- [Rizk, Shahir S., Ph.D.](#) (Duke University, 2006), Assistant Professor of Biochemistry, College of Liberal Arts and Sciences
- [Rodriguez, P. Dennis, Ph.D.](#) (University of South Carolina, 2004), Associate Professor of Psychology, College of Liberal Arts and Sciences
- [Rogalla, Kylie B., A.B.D.](#) (University of Southern Colorado, 2013), Assistant Professor of Counseling and Human Services, School of Education
- [Rosemond, Michelle, Ph.D.](#) (Eastern Michigan University, 2015), Executive Director of Retention and Student Success
- [Rossow, Caren, D.H.A.](#) (Central Michigan University, 2012), Assistant Professor of Health Sciences, Vera Z. Dwyer College of Health Sciences
- [Roth, Elaine, Ph.D.](#) (University of Oregon, 1999), Professor of English, College of Liberal Arts and Sciences
- [Rubin, Joshua, M.A.](#) (Indiana University South Bend, 2009), Senior Lecturer in English and Writing Center Administrator, College of Liberal Arts and Sciences
- [Rusnock, Karen Andrea, Ph.D.](#) (University of Southern California, 2002), Associate Professor of Art History, College of Liberal Arts and Sciences
- [Scott, Koren O., M.S.](#) (Iowa State University, 1996), Financial Aid Customer Service Coordinator, Office of Financial Aid and Student Scholarships, Student Affairs and Enrollment Management
- [Schwieterman, Kyle, M.A.](#) (Bowling Green State University, 2012), Lecturer in Mathematics, College of Liberal Arts and Sciences; and Math Tutoring Administrator, Academic Center for Excellence in Student Services
- [Scott, Henry Philip, Ph.D.](#) (University of California, Santa Cruz, 2001), Chair, Department of Physics and Astronomy, and Professor of Physics, College of Liberal Arts and Sciences
- [Sernau, Scott R., Ph.D.](#) (Cornell University, 1991), Professor of Sociology, College of Liberal Arts and Sciences
- [Seward, Jannike, Ph.D.](#) (University of Illinois at Urbana-Champaign, 2008), Assistant Professor of Special Education, School of Education
- [Shafii-Mousavi, Morteza, Ph.D.](#) (State University of New York at Buffalo, 1979), Professor of Mathematics, College of Liberal Arts and Sciences
- [Shan, Feng, M.S.](#) (University of Illinois, 1994), Associate Librarian; and Head of Electronic Resources, Franklin D. Schurz Library
- [Shan, Xiaoxu, MS](#) (DePaul University, 2016), Institutional Research Analyst, Academic Affairs
- [Sharpe, Paul W., M.B.A.](#) (Illinois Institute of Technology, 1983), Executive Director, University Information Technology Services
- [Shea, Brendan James, M.M.](#) (Indiana University Bloomington, 2014), Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
- [Shepherd, Terry Lynn, Ed.D.](#) (Ball State University, 1998), Associate Dean of Academic Programs; Chair of Professional Educational Services; and Professor of Special Education, School of Education
- [Sheppard, Teresa L., B.S.](#) (Ferris State University, 1990), Bulletin Coordinator and Web Developer, Academic Affairs
- [Shively, Deanna M., M.S.](#) (Purdue University, Calumet, 1995) Director, CTS Center for Experiential Education; and Lecturer in Management and Experiential Learning, Judd Leighton School of Business and Economics
- [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), Chair and Associate Professor of Philosophy, College of Liberal Arts and Sciences
- [Shrader, Warren Eugene, Jr., Ph.D.](#) (University of Notre Dame, 2005), Associate Professor of Philosophy, College of Liberal Arts and Sciences
- [Slisz, Randall, B.F.A.](#) (Indiana University South Bend, 2011), New Media Specialist, Office of Communications and Marketing
- [Smith II, Robert Lee, Ph.D.](#) (University of South Florida, 1991), Associate Professor of Special Education, School of Education
- [Smith, James M., Ph.D.](#) (University of Illinois at Chicago, 2010), Associate Professor of Political Science, College of Liberal Arts and Sciences

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**S**

- [Sanders, Darrell L., MS.Ed.](#) (Indiana University South Bend, 1992), Education Academic Counselor, School of Education
- [Sanders, Michael D., M.S.](#) (Purdue University, 1980), Director, Purdue Polytechnic South Bend
- [Savvopoulou, Anna K., Ph.D.](#) (University at Albany, State University of New York, 2009), Associate Chair, Mathematical Sciences; and Associate 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
- [Schlereth, Lars, Ph.D.](#) (University College London, 2012), Administration and Finance Analyst, Administration and Finance
- [Schimmrigk, Rolf K., Ph.D.](#) (University of Texas at Austin, 1989), Professor of Physics, College of Liberal Arts and Sciences
- [Schmitt, Deborah, M.A.](#) (Spring Arbor University, 2010), Director of Human Resources and Career Services
- [Schnabel, Andrew F., Ph.D.](#) (University of Kansas, 1988), Professor of Biological Sciences, College of Liberal Arts and Sciences
- [Schrack, Zachary, Ph.D.](#) (University of Arizona, 2013), Assistant Professor of Sociology, College of Liberal Arts and Sciences
- [Schroeder, Craig A., A.M.Div.](#) (University of Chicago, 1983), Operations Programmer, University Information Technology Services
- [Schult, Carolyn A., Ph.D.](#) (University of Michigan, 1996), Associate Professor of Psychology, College of Liberal Arts and Sciences

- [Smith, Katrina A., B.F.A.](#) (Indiana University South Bend, 2007), Senior Graphic Designer, Office of Communications and Marketing
- [Smith, Kenneth A., Ph.D.](#) (University of Iowa, 1992), Associate Professor of English, College of Liberal Arts and Sciences
- [Sofhauser, Cynthia Dawn, Ph.D.](#) (University of Texas at Austin, 1996), Associate Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
- [Solymosi, Dorothea A., B.S.](#) (Indiana University South Bend, 1999), CRM Business Analyst, University Student Services and Systems
- [Song, Yu, Ph.D.](#) (Tulane University, 1991), Chair, Mathematical Sciences; and Associate Professor of Mathematics, College of Liberal Arts and Sciences
- [Souther, Eric, M.F.A.](#) (Alfred University, 2011), Associate Professor of New Media, The Ernestine M. Raclin School of the Arts
- [Sovereign, Nancy Rae, MAAPS](#) (School for New Learning DePaul University, Chicago, 2005), Lecturer in Labor Studies, Department of Labor Studies
- [Spinda, Barbara, M.S.](#) (Purdue University, 2011), Clinical Assistant Professor of Clinical Lab Sciences
- [Stahl, Jeffrey, B.S.](#) (Indiana University South Bend, 1992), Senior Manager, Systems Administration, University Information Technology Services
- [Steele, Alan D., B.S.](#) (Indiana University South Bend, 1983), Regional Director, North Central Indiana Small Business Development Center, Judd Leighton School of Business and Economics
- [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
- [Sullivan, Kathleen, Ph.D.](#) (University of Notre Dame, 1987), Senior Lecturer in Learning Strategies Specialist, School of Education and Student Affairs
- [Sullivan, Mary \(Molly\), B.S.](#) (Villanova University, year), Advancement Manager, Public Affairs and University Advancement
- [Suphal, Phillip A., B.G.S.](#) (Indiana University South Bend, 2012), Application Support Consultant, University Information Technology Services
- [Surma, David R., Ph.D.](#) (University of Notre Dame, 1998), Associate Professor of Computer Science, College of Liberal Arts and Sciences
- [Sykes, Jason A., B.S.](#) (Manchester College, 2000), Manager of Classroom Technology, University Information Technology Services
- [Tamburro, Andrea, Ed.D.](#) (Simon Fraser University, 2010), Bachelor of Social Work Program Coordinator and Associate Professor, Department of Social Work
- Terry, Charles. M.Ed. (Northern Arizona University, 2011), Admissions Counsellor and Coordinator of Diversity Recruitment, Student Affairs and Enrollment Management
- [Tetzlaff, Monica Maria, Ph.D.](#) (University of Pennsylvania, 1995), Associate Professor of History, College of Liberal Arts and Sciences
- [Thomas, Susan Elaine, M.L.S.](#) (Indiana University, 1999), Associate Librarian, and Director of Collection Services, Franklin D. Schurz Library
- [Thompson, John, M.F.A.](#) (Savannah College of Art and Design, 2014), Lecturer in Fine Arts, Ernestine M. Raclin School of the Arts
- [Thompson, Shaune A., B.G.S.](#) (Indiana University South Bend, 2014), ABC Program Transfer Specialist, Student Affairs and Enrollment Management
- [Tobey, David, Ph.D.](#) (New Mexico State University, 2010), Assistant Professor of Management, Judd Leighton School of Business and Economics
- [Torkzadeh, Samaneh, Ph.D.](#) (University of Texas Rio Grande Valley, 2017), Assistant Professor of Marketing
- [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
- [Tourtilotte, William, M.F.A.](#) (Cranbrook Academy of Art, 1985), Lecturer in Fine Arts, Ernestine M. Raclin School of the Arts

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Photo credit | **Peter Ringenberg**

## **Resident Faculty, Librarians, Administrative Staff | U-Z**

Pictured | **David A. Vollrath, Ph.D.**, Professor of Management, Judd Leighton School of Business and Economics

**All tenure track faculty are graduate faculty**  
V

## **T**

- 
- [Takanashi, Kyoko, Ph.D.](#) (Indiana University, 2011), Associate 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
  - [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), Chair, Department of Sociology and Anthropology; and Associate Professor of Anthropology, College of Liberal Arts and Sciences
  - [Van Gordon, Elizabeth](#), Chief Information Officer, University Information Technology Services
  - [Vargas, Luis Enrique, M.M.](#) (Miami University, 1999), Senior Lecturer in Music/Euclid Quartet, Ernestine M. Raclin School of the Arts
  - [Vasilopoulos, Harry, M.S.](#) (Loyola University-Chicago, 2002), Lecturer in Human Resources Management, Judd Leighton School of Business and Economics

- [Vlaeminck, Caitlin M., M.S.N.](#) (Indiana University South Bend, 2010), Director of Masters of Science in Nursing (MSN) Program; and Clinical Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health 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

## W

- [Wahler, Elizabeth A. Ph.D.](#), (University of Kentucky, 2012), Assistant Professor of Master's in Social Work, Vera Z. Dwyer College of Health Sciences
- [Walmer, Sarah L., B.S.](#) (Indiana University South Bend, 1996), Financial Aid Administrator, Office of Financial Aid and Student Scholarships, Student Affairs and Enrollment Management
- [Weidner, Kathleen J., B.G.S.](#) (Indiana University South Bend, 1998), Project and Communications Manager, University Information Technology Services
- [Weingart, Christine, B.G.S.](#) (Indiana University South Bend, 2012), Admissions Counselor, Student Affairs and Enrollment Management
- [Wells, Joshua Joseph, Ph.D.](#) (Indiana University, 2008), Associate Professor of Anthropology/Social Informatics, College of Liberal Arts and Sciences
- [Wells, Julie, M.P.H.](#) (Indiana University, 2005), Academic Advisor, College of Liberal Arts and Sciences
- [White, Barbara, M.S.N.](#) (Bethel College, 2008), Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer College of Health Sciences
- [White, Lori, M.Div.](#) (Boston University, 2005), Academic Counselor, Office of Admissions, Student Affairs and Enrollment Management
- [Whitney, Laura, M.S.](#) (Indiana University, 2010), Director, Office of Student Conduct, Student Affairs and Enrollment Management
- [Wilkes, David E., Ph.D.](#) (Purdue University, 2000), Associate Professor of Biology, College of Liberal Arts and Sciences
- [Willig, Timothy D., Ph.D.](#) (University of Massachusetts Amherst, 2003), Chair, Department of History; and Associate Professor of History, College of Liberal Arts and Sciences
- [Wilson, Kari M., Ph.D.](#) (Purdue University, 2012), Assistant Professor of Communication Studies, Ernestine M. Raclin School of the Arts
- [Wise, Jane](#), Student Services Specialist and Veteran Affairs Certifying Officer
- [Wolfer, James, Ph.D.](#) (Illinois Institute of Technology, 1993), Professor of Computer Science, College of Liberal Arts and Sciences
- [Wolfram, Roxanne Marie, D.N.P.](#) (Valparaiso University, 2010), Assistant Professor of Nursing, School of Nursing, Vera Z. Dwyer 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

- [Wright, Jeffrey M., II, Ph.D.](#) (The University of North Carolina at Chapel Hill, 2010), Associate Professor of Music History, Ernestine M. Raclin School of the Arts

## X

- [Xu, Huanan, Ph.D.](#) (University of Connecticut, 2016), Assistant Professor of Economics, Judd Leighton School of Business and Economics

## Y

- [Yin, Haiyan, Ph.D.](#) (George Washington University, 2008), Associate Professor of International Business, Judd Leighton School of Business and Economics
- [Youngs, Diane C., M.S.](#) (State University of New York at 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

## Z

- [Zellers, Rebecca, D.N.P.](#), (University of Southern Indiana, 2013), Clinical Assistant Professor of Nursing, Vera Z. Dwyer College of Health Sciences
- [Zhang, Liqiang, Ph.D.](#) (Wayne State University, 2005), Associate Chair and Associate Professor of Computer and Information Sciences, College of Liberal Arts and Sciences
- [Zhuang, Hong, Ph.D.](#) (University of Oregon, 2007), Director, Bureau of Business and Economic Research; Associate Professor of Economics, Judd Leighton School of Business and Economics
- [Zidan, Tarek, Ph.D.](#) (Howard University School of Social Work, 2016), Assistant Professor of Social Work, School of Social Work
- [Zwicker, Lisa Fetheringill, Ph.D.](#) (University of California, Berkeley, 2002), Director of International Programs; and 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), Associate Professor of Philosophy, College of Liberal Arts and Sciences

## Emeriti Faculty

Pictured | **Asghar Sabbaghi, Ph.D.**, (Indiana University, 1981), Professor Emeritus of Decision Sciences

### Emeriti Faculty

#### A

- Ackoff, Karen, MFA (Rochester Institute of Technology, 1985), Professor Emerita of Fine Arts
- Alexander, Jannette G., EdD (Andrews University, 1989), Associate Professor Emerita of Counseling and Human Services
- Alvis, Dean L., Ph.D. (University of Oregon, 1980), Associate Professor Emeritus of Mathematics
- 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 University Medical Center, 1984), Associate Professor Emerita of Nursing, School of Nursing
- 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 Emerita of German

#### 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
- Choi, Chang, Ph.D. (University of Michigan, Ann Arbor 1968), Associate Professor Emeritus of Mathematics
- Chowattukunnel, Joseph T., Ph.D. (Boston University, 1968), Professor Emeritus of Biology
- Clark, Karen, Ed.D. (Ball State University, 2004), Associate Professor Emerita of Special Education

#### D

- Darnel, Michael, Ph.D. (University of Kansas, 1983), Professor Emeritus of Mathematics
- 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

#### 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 Mathematical Sciences
- 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., M.L.S. (University of Michigan, 1965), Associate Librarian Emerita
- Gottwald, Richard L., Ph.D. (Johns Hopkins University, 1968), Associate Professor Emeritus of Psychology
- Guillaume, Alfred J., Jr., Ph.D. (Brown University, 1976), Professor Emeritus of French

#### H

- Hall, Leda McIntyre, Ph.D. (Wayne State University, 1984), Associate Professor Emerita of Management
- 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
- Henry, Patricia Rose, Ph.D. (Indiana University—Purdue University Indianapolis, 1999), Associate Professor Emerita of Nursing
- Herr, J. Paul, Ph.D. (Ohio State University, 1976), Professor Emeritus of Geography and Public Environmental Affairs
- Herschede, Alfred J., Ph.D. (University of Illinois at Urbana—Champaign, 1976), Professor Emeritus 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), Professor Emeritus 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, 1972), Professor Emeritus of Economics

**K**

- Klein, Jennifer A., M.S. (University of Notre Dame, 1986) Associate Professor Emerita of Dental Hygiene
- 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
- Larkin, Alan J., M.F.A. (Pennsylvania State University, 1977), Associate Professor Emeritus of Fine Arts
- 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
- Leggett, Curtis L., Ph.D. (California State University, 1974), Associate Professor Emeritus of Education

**M**

- Maher, Ellen L., Ph.D. (University of Notre Dame, 1973), Associate Librarian Emerita
- Markarian, Shant, D.D.S. (University of Pennsylvania, 1959), 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
- McIntosh, John L., Ph.D. (University of Notre Dame, 1980), 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
- Miller, Thomas, Ph.D. (University of Colorado—Boulder, 1977), Professor Emeritus of Theatre

**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, Ph.D. (University of Chicago, 1968), Associate Professor Emerita of French

**R**

- Reck Una Mae, Ed.D (University of North Carolina, 1978) Chancellor Emerita; and Professor of Education
- 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
- Ruff, Eldon, Ph.D. (Purdue University, 1962), Professor Emeritus of Education
- Russo, John P., Ph.D. (Florida State University, 1965), Professor Emeritus of Computer Science
- Russo, Michele Cash, M.L.S. (Indiana University, 1979), Dean Emerita of the Franklin D. Schurz Library

**S**

- Sabbaghi, Asghar, Ph.D. (Indiana University, 1981), Professor Emeritus of Decision Sciences
- Savage, Earl J., Ph.D. (West Virginia University, 1963), Associate Professor Emeritus of Biology
- 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
  - Shillingsburg, Miriam J., Ph.D. (University of South Carolina, 1969) 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), Dean Emeritus, and Professor Emeritus of Mathematics
  - Withey, John J., Ph.D. (Ohio State University, 1973), Professor Emeritus of Marketing
- 

**Y**

- Yokom, Nanci G., M.S.B.A. (Indiana University, 1980); M.B.A. (Indiana University, 1989), Associate Professor Emerita of Dental Hygiene
- 

**Z**

- Zimmerman, W. Bruce, Ph.D. (Michigan State University, 1960), Associate Professor Emeritus of Physics
- Ziolkowski, Fred J., M.B.A. (University of Notre Dame, 1972), Associate Professor Emeritus of Organizational Leadership and Supervision, Purdue Polytechnic South Bend

# Purdue Polytechnic South Bend

## Purdue Polytechnic South Bend

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**
- Assistant Professor | **Burns**
- Clinical Faculty | **Pace, Piller, Prygoski**

### Areas of Study

- Bachelor of Science in Electrical Engineering Technology (EET)
- Bachelor of Science in Engineering Technology (ET)
- Bachelor of Science in Industrial Engineering Technology (IET)
- Bachelor of Science in Mechanical Engineering Technology (MET)
- Bachelor of Science in Organizational Leadership (OL)
- Bachelor of Science in Robotics Engineering Technology (ROET)

### Index

- Missions and Goals
- Admission Criteria
- Meeting or Exceeding Minimum Subject-Matter Requirements
- Course Descriptions

## Purdue Polytechnic South Bend Information

Pictured | **Professor Sarah Leach**, Mechanical Engineering Technology; **Michael Benwell**, Mechanical Engineering Technology major and Student Speaker; and **Professor Megan Prygoski**, Mechanical Engineering Technology

### Mission and Goals

The mission of Purdue Polytechnic South Bend is to provide excellent technical education for students with an interest in, and aptitude for, applied technologies. Purdue Polytechnic South Bend also participates in appropriate applied research and service activities. The 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, Purdue Polytechnic South Bend makes every effort to help place its students in appropriate jobs after graduation.

### Admission Criteria

All applicants to Purdue Polytechnic Institute Statewide locations must apply online for admission.

1. Go to [www.admissions.purdue.edu](http://www.admissions.purdue.edu)
2. Click **Apply Now**
3. Choose **The Common Application**
4. Click on **Apply Now for 2018**
5. Choose **Create an Account**
6. Create your account
7. Once your account is created, you will have the option for Purdue University under My Colleges
8. Complete application, making sure to choose South Bend-Polytechnic Institute as your campus
9. You will then need to pay the \$60.00 non-refundable application fee online using a Visa, MasterCard, or Discover credit card OR You may go directly to [www.commonapp.org](http://www.commonapp.org) to complete your application. You will search for “Purdue University” in the College Search tab and then complete your application as indicated above.

Admission standards are set by Purdue University and are summarized below. Prospective students are encouraged to contact Purdue Polytechnic South Bend 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 Purdue Polytechnic, your record must include:

- four years (eight semesters) of English (grammar, composition, literature, speech, and vocabulary—but not journalism, newspaper, yearbook, or theatre arts)
- four years (eight semesters) of academic mathematics
- three years (six semesters) of laboratory sciences
- three years (six semesters) of social studies
- two years (4 semesters) of foreign language (can be waived only for statewide students)

### Meeting Quality Requirements

Quality is determined by considering a combination of rank in class, test scores, probability of success, grade point average (GPA) 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 Polytechnic classes are typically offered only once a year. Most required IU South Bend classes are offered every semester.

## Purdue Polytechnic South Bend | Electrical Engineering Technology

Pictured | Student helping another in go-kart

### 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.
- All courses are offered by Purdue, unless otherwise designated.
- 120 semester credits and a 2.0 Graduation GPA are required for the Bachelor of Science degree.
- Students must earn a "D-" or better in all courses.
- Courses at Purdue University may only be attempted a maximum of three (3) times, including W, WF, I, IF and all graded attempts.
- Senior Capstone Selective I/II and 12 hours of ECET Selectives must be taken at the Purdue University location conferring the degree.
- 32 credit hours of 300-level or higher courses must be completed at the Purdue University location conferring the degree.
- Complete the Global / Intercultural Requirement (ungraded) See Academic Advisor.
- Complete the Professional Requirement (ungraded) See Academic Advisor

#### First Year (33 Cr.)

##### First Semester

- CNIT 10500 Introduction to Computer Programming OR  
CSCI-C 101 Computer Programming I (IU South Bend) 4 cr.
- COM 11400 Fundamentals of Speech Communication OR  
SPCH-S 121 Public Speaking (IU South Bend)
- ENGT 18000 Engineering Technology Foundations
- ENGT 18100 Engineering Technology Applications (1 cr.)
- TECH 12000 Design Thinking in Technology
- First Year Composition

##### Second Semester

- ECET 17700 DAQ and Systems Control
- ECET 17900 Intro to Digital Systems
- MA 16010 Applied Calculus I
- PHYS 21800 General Physics I OR  
PHYS-P 221 Physics 1 (IU South Bend) (5 cr.)
- General Education Selective (Humanities)

**Second Year (32 cr.)****Third Semester**

- ECET 22900 Concurrent Digital Systems
- ECET 22700 DC and Pulse Electronics
- MA 16020 Applied Calculus II
- PHYS 21900 General Physics II OR  
PHYS-P 222 Physics II (IU South Bend) (5 cr.)
- Communications Selective (Written)

**Fourth Semester**

- ECET 27000 Electronics Prototype Dev.
- ECET 27400 Wireless Communications
- ECET 27700 AC and Power Electronics
- ECET27900 Embedded Digital Systems
- General Education Selective

**Third Year (27 cr.)****Fifth Semester**

- ECET 33700 Analog Signal Processing OR  
ECET 33900 Digital Signal Processing
- TLI 33400 Economic Analysis for Technology  
Systems
- Business Selective
- ECET Selective
- Communications Selective (oral)

**Sixth Semester**

- Technical Selective
- ECET 37600 Electrical Energy Systems
- ECET 38001 Global Professional Issues in ET
- ECET Selective
- STAT 30100 Elem Statistical Methods OR  
MATH-K 310 Statistical Techniques

**Fourth Year (27 cr.)****Seventh Semester**

- Senior Capstone Selective I
- ECET Selective
- Technical Selective
- Technical Selective
- General Education (Social Sciences)

**Eighth Semester**

- CAND 99100 (0 cr.)
- Senior Capstone Selective II
- ECET Selective
- Free Elective
- General Education Elective

**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 Polytechnic South Bend | Electrical Engineering Electives

**Electrical Engineering Technology Selectives****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 faculty or academic advisor for latest listing.

- Prerequisites shown in parenthesis.
- Courses are offered on a rotation basis.
- Courses in **bold** indicates course offered at the South Bend location.

**Audio**

- **ECET 33700 Analog Signal Processing** (ECET 27700 and MA 16020)
- **ECET 33900 Digital Signal Processing** (ECET 27900 and MA 16020)
- ECET 38800 Analog IC Applications (ECET 33700 (may be taken concurrently))
- ECET 42800 Audio Electronics-Selected Topics (ECET33700 and ECET 33900)

**Communications**

- **ECET 36400 Fundamentals of Electromagnetics** (ECET 27700 and MA 16020)
- ECET 37401 Digital Communication Systems (ECET 21400 or 22400 or 27400)
- **ECET 44400 Wireless Systems** (ECET 27400 and 36400)
- ECET 48400 Digital Wireless Systems (ECET 33900 and 37401)
- **ECET 31410 Military RF Electronic Apps** (ECET 27400)

**Computer/Digital**

- **ECET 32900 Adv Embedded Digital Systems** (ECET 27900)
- **ECET 33900 Digital Signal Processing** (ECET 27900 and Math 120)
- **ECET 34900 Advanced Digital Systems** (ECET 17900 and ECET 22900)
- ECET 43900 Advanced Digital Signal Processing (ECET 33900)

**Smart Living**

- ECET 32100 Intro to Nanotechnology (ECET 22700)
- **ECET 32700 Instrumentation and DAQ Design** (ECET 17700, MATH 119 and PHYS 221)

**Smart Environment**

- **ECET 30201 Intro to Industrial Controls** (ECET 17700 or 22400)
- ECET 32700 Instrumnt and DAQ Design (ECET 17700, MA 16020 and Physics I)
- **ECET 37201 Process Control** (ECET 30700)

**Smart Living**

- ECET 32100 Intro to Nanotechnology (ECET 22700)
- ECET 32700 Instrumentation and DAQ Design (ECET 17700, MA 16020 and Phys I)

**Smart Mobility**

- ECET 32300 Intro to Elec Vehicle Systems (ECET 17700 and Phys I)
- ECET 33300 Power Electronics in Energy System (ECET 27300 and ECET 22700)
- ECET 37300 Applied Electronic Drives (ECET 27300)
- **ECET 38500 Intro to Auto Electronics**
- ECET 42301 Elec Vehicle Integration/Fab (ECET 32300 or ECET 37300)

### Technical Selectives (9 cr.)

- selected from the following departments and Colleges. Limitations in courses or areas are noted below
- **ECET** | ECET 29900 is limited to 3 credit hours.
- **College of Engineering** | ME 29700 and Engineering Projects in Community Service (EPICS) are each limited to 3 credit hours. First-Year Engineering (ENGR) courses cannot be used.
- **Purdue Polytechnic Institute** | CNIT 13600 cannot be used.
- **College of Science** | Additional lab-based physics (PHYS), chemistry (CHM) and biology (BIOL) courses; Computer Science (CS) courses; and higher-level mathematics (MA) courses: MA 26100, MA 26500 and MA 26600. CS 11000 and CS 23500 cannot be used.
- **College of Liberal Arts** | Up to 9 hours of THTR 25300, THTR 35300, THTR 55300, FVS 26100, FVS 33200, FVS 33700, or FVS 33800.

### Communication Selective (6 cr.)

Select one course from each category below

#### Written Communications (3 cr.)

- ENGL 42100 Technical Writing
- ENG-W 203 Creativing Writing level or higher
- ENG-W 231 Professional Writing Skills
- ENG-W 232 Introduction to Business Writing

#### Oral Communication (3 cr.)

- Communication or Speech course 20000 level or higher

### General Education Selectives (12 cr.)

Select 12 hours in one or more of the subject areas (discipline) listed below, subject to the following constraints:

- One course must be from the [UCC approved list](#) of Human Culture: Humanities
- Students attending the South Bend location can go to [this link](#) to review how IU courses transfer to Purdue University to meet Core Course Requirements

**Below are the approved IU courses that Purdue students can take to fulfill the Humanities requirement.**

- 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 II
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- One course must be from the [UCC approved list](#) of Human Culture: Behavioral/Social Sciences, unless the student has selected a course on the BSS list for the Business Selective.
- Students attending the South Bend location can go to [this link](#) to review how IU courses transfer to Purdue University to meet Core Course Requirements:

**Below are the approved IU courses that Purdue students can take to fulfill the Humanities requirement.**

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- POLS-Y 109 Introduction to International Relations
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems

Within this framework, the student must select courses from the following subject areas (courses in **bold are** options for Purdue Polytechnic South Bend students):

- **Foreign languages** (except for courses in a student's native language)
- African American Studies (AAS)
- Art and Design (AD)
- American Studies (AMST)
- **Anthropology** (ANTH)
- Asian American Studies (ASAM)
- American Sign Language (ASL)
- Bands (BAND)
- Classics (CLCS)
- Comparative Literature (CMPL)
- **Communication** (COM)/Speech (SPCH)
- **English** (ENGL)
- **History** (HIST)
- Interdisciplinary Studies (IDIS)
- Linguistics (LING)
- Music History and Theory (MUS)
- **Philosophy** (PHIL)
- **Political Science** (POL)
- **Psychology** (PSY)
- **Religious Studies** (REL)
- **Sociology** (SOC)
- **Theater** (THTR)
- **Women's Studies** (WOST)
- ROTC (AFT, MILT, NS)

### Business Selective (3 cr.)

- Select one of the following (courses that satisfy the UCC Human Cultures Behavior/Social Sciences (BSS) requirement are marked BSS).
- Courses in **BOLD** are offered at the Purdue Polytechnic South Bend.
- Any Agricultural Economics course (AGEC) at the 200 level or higher: AGECE 20000 or higher.
- Any Economics (ECON) course at the 200 level or higher: ECON 20000 or higher.
- Any Entrepreneurship (ENTR) course at the 200-level or higher: ENTR 20000 or higher.
- Any Management (MGMT) course at the 200-level or higher: MGMT 20000 or higher.
- Or select one of the following courses:
- AGECE 20300 Intro Microecon for Food and Agribus (BSS)
- AGECE 20400 Resource Econ and Environ Pol (BSS)
- AGECE 21700 Economics (BSS)
- AGECE 25000 Econ Geography of World Food and Resources (BSS)

- ECON 21000 Principles of Economics (BSS)
- ECON 25100 Microeconomics (BSS)
- ECON 25200 Macroeconomics (BSS)
- CSR 34200 Personal Finance
- IT 10400 Industrial Organizations; OR  
**TLI 11100 Introduction to Manufacturing and Supply Chain Systems**
- IT 23000 Industrial Supply Chain Management; OR  
**TLI 21400 Ind. Supply Chain Mgmt Tech**
- IT 33000 Industrial Sales and Sales Management; OR  
**TLI 34300 Technical and Service Selling**
- IT 33200 Purchasing, Inventory and Warehouse; OR  
**TLI 34200 Warehouse and Inventory Mgmt**
- OLS 25200 Human Relations in Org; OR **TLI 15200 Business Prin for Org Leadership**
- OLS 27400 Applied Leadership
- OLS 28400 Leadership Principles
- OLS 32500 Meeting Management
- **TLI 11200 Foundations of Org Leadership**
- **TLI 21300 Project Management**
- **TLI 34250 Purchasing and Contract Mgmt**

**Below are the approved IU courses that Purdue students can take to fulfill the Business Selective.**

- BUS-A 201 Introduction to Financial Accounting I
- BUS-L 201 Legal Environment of Business
- ECON-E 103 Introduction to Microeconomics (BSS)
- ECON-E 104 Introduction to Macroeconomics (BSS)

### Upper-level Courses

At least 32 hours of upper level (300 level or higher) must be completed at Purdue University; ECET Senior Capstone I and II Selectives and at least 12 hours of ECET Selectives must be completed at the Purdue University location conferring the degree

### 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 Polytechnic South Bend | Engineering Technology BS

Pictured | **Adam Kickbush, Joshua Perla, and Nichole Santiagu** on Commencement Day

### 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 most 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. They are best suited in entry-level positions that deal with application, production, implementation, engineering operation, sales and distribution such as product design, testing, development, systems engineering, field engineering or production, technical operations, and quality control.

### Program Requirements

- All courses are 3 credit hours, unless otherwise designated
- All courses are offered by Purdue unless noted
- 120 semester credits and a 2.0 Graduation GPA are required for the Bachelor of Science degree.
- 2.0 Graduation GPA required for Bachelor of Science degree
- Courses at Purdue University may only be attempted a maximum of three (3) times, including W, WF, I, IF and all graded attempts.
- Senior Capstone Selective I/II and 12 hours of ECET Selectives must be taken at the Purdue University location conferring the degree.

- 32 credit hours of 300-level or higher courses must be completed at the Purdue University location conferring the degree.
- Complete the Global / Intercultural Requirement (ungraded) See Academic Advisor
- Complete the Professional Requirement (ungraded) See Academic Advisor

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### First Year (33 cr.)

#### First Semester

- ENG-W 131 Reading, Writing, and Inquiry I (IU South Bend)
- ENGT 18000 Engineering Technology Foundations
- ENGT 18100 Engineering Technology Foundations Lab (1 cr.)
- MA 15800 Precalculus – Functions and Trig
- MET 14300 Materials and Processes I; OR MET 14400 Materials and Processes II
- TECH 12000 Design Thinking in Technology
- Written Communication Foundation Selective

#### Second Semester

- COM 11400 Fundamental of Speech Communication; OR SPCH-S 121 Public Speaking (IU South Bend)
- MA 16010 Applied Calculus I
- Physics 21800 General Physics I; OR PHYS-P 221 Physics 1 (IU South Bend) (4–5 cr.)
- Humanities Foundation Selective
- Programming Selective

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### Second Year (31 cr.)

#### Third Semester

- CGT 11000 Technical Graphic Communication
- TLI 11100 Introduction to Manufacturing and Supply Chain Systems
- ECET Selective
- Humanities/Liberal Arts Elective
- Technical Selective

#### Fourth Semester

- MET 11100 Statics
- TLI 11200 Foundations of Technology Leadership
- Computer-Aided Design Selective
- ECET Selective
- Technical Selective
- Lab Science Foundation

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### Third Year (30 cr.)

#### Fifth Semester

- ENGL 42100 Technical Report Writing
- MET 24500 Manufacturing Systems
- TLI 31600 Statistical Quality Control
- Advanced Oral Communication Selective
- Technical/Management Selective

#### Sixth Semester

- ECON 21000 Principles of Economics; OR ECON-E 103 Introduction to Microeconomics (IU South Bend); OR ECON-E 104 Introduction to Macroeconomics (IU South Bend)
- Global/Professional Selective
- Technical Selective

- Technical Selective
- Technical Selective (30000-40000 level)

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### Fourth Year (27 cr.)

#### Seventh Semester

- Senior Capstone Project Selective (See Academic Advisor)
- TLI 33400 Production Cost Analysis
- Technical Selective (30000-40000 level)
- Technical Selective (30000-40000 level)
- Professional Selective (0 cr.) See Academic Advisor
- Free Elective

#### Eighth Semester

- Senior Capstone Project Selective (See Academic Advisor)
- Technical Selective (30000-40000 level)
- Technical Selective (30000-40000 level)
- Free Elective
- Global/Intercultural Requirement (0 cr.) See Academic Advisor
- CAND 99100 (0 cr.)

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### 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.

## Engineering Technology Selectives

Pictured | **Adam Kickbush, Joshua Perla, and Nichole Santiaguell** on Commencement Day

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### Engineering Technology Selectives

#### Humanities Foundation

See approved USS Humanities list at <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

Students attending the South Bend location can take the following courses:

- FINA-F 100 Fundamental-Studio Drawing
- 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
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

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### Humanities/Liberal Arts Electives

- Any course from the following disciplines: Anthropology, English, History, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Theatre, Women's Studies, or Foreign Languages (except native language courses)

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### ECET Selective

Select **one** two-course sequence from below.

- ECET 22400 Electronic Systems; AND ECET 30201 Introduction to Industrial Controls (P: ECET 17700 or ECET 22400)
- ECET 22400 Electronic Systems; AND

- ECET 38501 (formerly ECET 38500) Intro to Automotive Electronics (P: ECET 22400 or 22700)
- ECET 22400 Electronic Systems; AND ECET 17700 DAQ & Systems Control (P: ENGT 18000 & 18100)
- ECET 17700 DAQ & Systems Control (P: ENGT 18000 & 18100); AND ECET 17900 Intro to Digital Systems (P: ENGT 18000, ENGT 18100 & CNIT 10500)
- ECET 22400 Electronic Systems; AND ECET 17900 Intro to Digital Systems (P: ENGT 18000, ENGT 18100 & CNIT 10500)

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### Technical Selectives

At least 15 credit hours must be at the 30000 level or above and at least 6 credit hours must be in the same discipline. See advisor for current course listing.

- CGT 32300 Virtual Product Integration (P: CGT 22600)
- CGT 32600 Graphics Standards for Product Definition (P: CGT 22600)
- ECET 30201 Introduction to Industrial Controls (P: ECET 17700 or ECET 22400)
- ECET 32700 Instrumentation and DAQ Design (P: Physics I & MA 6010)
- ECET 38501 Intro to Automotive Electronics (P: ECET 27700 or ECET 22400)
- MET 30200 CAD in the Enterprise (P: MET 10200 and MET 24500)
- MET 32000 Applied Thermodynamics (P: MET 22000 and MA 16010)
- MET 38200 Controls and Instrumentation (P: MET 28400 and MA 16010)
- MET 45100 Manufacturing Quality Control (P: STAT 30100 or MATH-M 310 - IU South Bend)
- MFET 30000 Computer Integrated Manufacturing Technology (P: MET 24500 and ECET 22400)
- MFET 34400 Automated Manufacturing Processes (P: MET 24500)
- MFET 34800 Advanced Industrial Robotics (P: MFET 24800 and ECET 33700)
- MFET 37400 Manufacturing Integration I (P: MET 28400)
- TLI 23500 Introduction to Lean and Sustainable Systems
- TLI 31400 Leading Innovation in Organizations
- TLI 31500 New Product Development (P: TLI 11200)
- TLI 33400 Economic Factors for Technology Systems (P: MA 15800 or STAT 30100)
- TLI 33520 Human Factors for Technology Systems
- TLI 33620 Total Productive Maintenance (P: TLI 31600 or STAT 30100, and Physics I)
- TLI 41400 Financial Analysis for Technology Systems (P: TLI 33400 or MGMT 20010)
- TLI 43530 Operations Planning & Management (P: MA 15800)
- TLI 43540 Facilities Planning (P: MET 14300 or 14400, and TLI 43530)
- TLI 43640 Lean Six Sigma (P: TLI 31600)
- TLI 45700 Technology Policy & Law

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### Programming Selective

- CNIT 10500 Introduction to C Programming

- CNIT 15501 Introduction to Software Development Concepts
- CNIT 17500 Visual Programming
- MET 16400 Computing in Engineering Technology

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### Computer-Aided Design Selectives

- CGT 22600 Introduction to Constraint-based Modeling
- MET 10200 Production Design and Specifications

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### Technical/Management Selectives

- MGMT 20000 Intro to Accounting
- MGMT 45500 Legal Background for Business I
- TECH 32000 Technology and the Organization
- TLI 21300 Project Management

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### Global/Professional Selectives

- ECET 38001 Global/Professional Issues in Electrical Engineering Technology
- TECH 33000 Technology and the Global Society
- TLI 35600 Global Technology Leadership
- Approved Study Abroad Course

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### Lab Science Selectives

Students attending the South Bend location can take the following courses:

- BIOL-L 100 Humans and the Biological World (IU South Bend)
- CHEM-C 101 Elementary Chemistry 1; AND CHEM-C 121 Elementary Chemistry Laboratory 1
- PHYS-P 202 General Physics 2 (IU South Bend); OR PHYS-P 222 Physics 2 (IU South Bend)

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### Advanced Oral Communication Selective

- COM 32000 Small Group Communications
- COM 30300 Intercultural Communication; OR COM 31400 Adv. Presentational Speaking

Students attending the South Bend location can take the following courses

- SPCH-S 223 Business and Professional Communication
- SPCH-S 380 Nonverbal Communication
- SPCH-S 427 Cross Cultural Communication
- SPCH-S 440 Organizational Communication
- SPCH-S 450 Gender and Communication

## Industrial Engineering Technology

### Industrial Engineering Technology

#### Bachelor of Science

Industrial Engineering Technology (IET) prepares you to design new ways to get things done. You'll figure out how to do things better to improve the quality and productivity of any system or process.

From business to industry to government, you will design creative solutions to help your industry work safer, faster, and leaner and be more cost effective. The program provides a hands-on approach to making production and services more efficient. You will use engineering processes and systems to improve quality and productivity as part of the program's well-rounded methodology. Your work in eliminating waste-of energy, materials, time and other commodities-will save companies money.

Entry-level position titles include: Industrial Engineer, Manufacturing Engineer, Process Improvement Engineer, Project and Operations Management, Quality Control/assurance, Production Manager, Operations Supervisor, Sales Engineer, and Purchasing Manager.

#### Program Requirements

- All courses are 3 credit hours, unless otherwise designated.
- All classes are offered by Purdue unless otherwise noted.

#### First Year (32 cr.)

##### First Semester

- CGT 11000 Technical Graphic Communication
- MA 15800 Precalculus – Functions and Trigonometry
- TECH 12000 Design Thinking in Technology
- TLI 11100 Introduction to Manufacturing and Supply Chain Systems
- Written Communication Selective

##### Second Semester

- COM 11400 Fundamentals of Speech; OR SPCH-S 121 Public Speaking (IU South Bend)
- MET 14400 Materials and Processes II; OR MET 14300 Materials and Processes I
- Physics 21800 General Physics; OR PHYS-P 221 Physics 1 (IU South Bend) (4-5 cr.)
- TLI 11200 Foundations of Org Leadership
- Mathematics/Statistics Selective

#### Second Year (30 cr.)

##### Third Semester

- MET 24500 Manufacturing Systems
- TLI 21300 Project Management
- TLI 21400 Intro Supply Chain Management Technology
- TLI 23500 Intro to Lean and Sustainable Systems
- Humanities Foundation Selective

##### Fourth Semester

- ECON 21000 Principles of Economics; OR ECON-E 103 Introduction to Microeconomics; OR ECON-E 104 Introduction to Macroeconomics (IU South Bend)

- TLI 31300 Technology Innovation and Integration: Bar Codes to Biometrics
- Behavioral/Social Science Selective
- Science Selective
- History of Science and Tech Selective

#### Third Year (30 cr.)

##### Fifth Semester

- TLI 31400 Leading Innovation in Organizations
- TLI 31600 Statistical Quality Control
- TLI 33400 Economic Analysis for Tech Systems
- TLI 33520 Human Factors for Tech Systems
- TLI Selective

##### Sixth Semester

- TLI 31500 New Product Development; OR TECH 22000 Designing Technology for People
- TLI 33620 Total Production Maintenance
- TLI 43530 Operations Plan and Management
- TLI 43640 Lean Six Sigma
- Technical Elective

#### Fourth Year (30 cr.)

##### Seventh Semester

- TLI 41400 Financial Analysis for Tech Systems
- TLI 45700 Technology Policy and Law
- TLI 48390 IET Capstone I
- Internship Experience (0 cr.)
- Advanced Communication Selective
- Free Elective

##### Eighth Semester

- TLI 48395 IET Capstone II
- Technical Elective
- Technical Elective
- Free Elective
- Free Elective
- Globalization Experience (0 cr.)

#### 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.

## Industrial Engineering Technology Electives

### Industrial Engineering Technology Selectives

#### Humanities Foundation Selective

See approved Humanities list at: <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

Students attending the South Bend location can take the following courses

- FINA-F 100 Fundamentals-Studio Drawing
- HIST-H 105 American History I
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

**Behavioral/Social Science Selective**

see <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

Students attending the South Bend location can take the following courses

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- POLS-Y 109 Introduction to International Relations
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems

**Written Communication Selective**

- ENGL 10600 First Year Composition
- ENGL 10800 Accelerated First Year Composition
- ENG-W 131 Reading, Writing, and Inquiry (IU South Bend)

**Mathematics/Statistics Selective**

- MA 16010 Applied Calculus
- MA 16100 Plane Analytic Geometry and Calculus I
- MA 16200 Plane Analytic Geometry and Calculus II
- MA 16500 Analytic Geometry and Calculus I
- MA 16600 Analytic Geometry and Calculus II
- STAT 22500 Intro Probability Models
- STAT 30100 Elementary Statistics Methods OR MATH-K 310 Statistical Techniques (IU South Bend)

**TLI Selectives**

- Any TLI course not already required

**Science Selective**

- Must be a lab from the approved UCC Science list: <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

Students attending the South Bend location can take the following courses

- BIOL-L 100 Humans and the Biological World
- CHEM-C 101 Elementary Chemistry 1; AND CHEM-C 121 Elementary Chemistry Laboratory 1
- PHYS-P 202 General Physics 2 OR PHYS-P 222 Physics 2

**Technical Electives**

- Any non-required Purdue Polytechnic course not already required on the plan of study

**History of Science and Technology Selective**

- HIST 33300 Science and Technology in Western Civilization I
- HIST 33400 Science and Technology in Western Civilization II
- HIST 35000 Science and Technology in the Twentieth Century World
- HIST 38001 History of United States Agriculture
- HIST 38400 History of Aviation
- HIST 38700 History of the Space Age
- HIST 49400 Science and Technology in American Civilization

**TLI 29900 Technology and Culture through History****Globalization Experience (0 cr.)**

Choose one of the four options below and then submit the required Globalization Reflection paper about your choice.

1. Complete a Purdue Approved Study Abroad experience
2. Complete an International Internship or Co-op
3. Complete three of the four PUPIL Badges listed below (<http://www.purdue.edu/cie/learning/global/pupil.html>)

- a. Intercultural Openness
- b. Cultural Self-Awareness
- c. Cultural Worldview
- d. Intercultural Empathy

4. Complete six credits from the following:

- AGECE 25000 Economics Geography of World Food
- AGECE 34000 International Economic Development (pre-req AGECE 217/ECON 210)
- ANTH 34000 Global Perspectives on Health
- COM 30300 Intercultural Communication
- COM 22400 Communicating in a Global Workplace
- EPICS – Global Design Teams
- HIST 33400 Sci and Tech in West Civilization II
- OLS 45600 Leadership in a Global Environment
- POL 13000 Intro to International Relations
- POL 23100 Intro to US Foreign Policy
- POL 23500 Rich and Poor Nations
- POL 23700 Modern Weapons and International Relations
- POL 32700 Green Global Politics
- POL 34500 West European Democracies in the Post-Industrial Era
- SOC 33800 Global Social Movements
- SOC 33900 Introduction to Sociology of Developing Nations
- TECH 33000 Technology and the Global Society
- TLI 35600 Global Technology Leadership
- Any foreign language 200 or higher (201, 202, 301, 302, 401, 402)

**Internship Experience (0 cr.)**

Students will complete an IET Internship Experience Badge in one of the following ways:

- Complete an IET-related internship (min 160 hours)
- Complete and industry cooperative experience
- Employment during the academic year related to IET
- Complete an industry-based, undergraduate research experience
- Student-proposed alternative: must be commensurate with the expectations of the IET internship experience

**Advanced Communication Selective**

- COM 31400 Advanced Presentational Speaking
- COM 31500 Speech Communication of Technical Information
- COM 31800 Principles of Persuasion
- COM 32000 Small Group Communication (cannot take COM 32000 and SPCH-S 229 (IU South Bend))

- COM 32400 Intro to Organizational Communication
- COM 32500 Interviewing Principles and Practice
- COM 41500 Discussion of Technical Problems
- ENGL 30400 Advanced Composition
- ENGL 30600 Intro to Professional Writing
- ENGL 42000 Business Writing
- ENGL 42100 Technical Writing

Students attending the South Bend location can take the following courses

- SPCH-S 223 Business and Professional Communication (IU South Bend)
- SPCH-S 229 Discussion and Group Methods (IU South Bend) (cannot take SPCH-S 229 and COM 32000)
- SPCH-S 380 Nonverbal Communication (IU South Bend)
- SPCH-S 427 Cross Cultural Communication (IU South Bend)
- SPCH-S 450 Gender and Communication (IU South Bend)

### Free Electives

- Any non-remedial course offered or credit at the University not already required/being used on the plan of study

## Purdue Polytechnic South Bend | BS Mechanical Technology

### Mechanical Engineering Technology

#### Bachelor of Science

The careers of mechanical engineering technology graduates take them to a variety of employers (e.g. Rockwell Automation, Fender Guitars, Lockheed Martin, Caterpillar). Yet they have many skills in common: problem-solving, leadership and teamwork. The program focuses on the methods, materials, machinery and manpower necessary to effectively operate in a manufacturing environment. You'll learn how to manage people, machines, and production resources to ensure maximum efficiency and safety.

Areas of emphasis include micro-manufacturing, sustainable energy, and robotics.

Students will be prepared for careers in product improvement, industrial processes and plant operations. They will learn communication skills that allow interaction with technical and non-technical colleagues and benefit from faculty experience in industrial careers. Students will also participate in applied research projects with professors to gain experience solving real-world technical problems.

#### Program Requirements

- 120 semester credits and a 2.0 Graduation GPA are required for the Bachelor of Science degree.
- Students must earn a "D-" or better in all courses unless otherwise noted.
- Courses at Purdue University may only be attempted a maximum of three (3) times, including W, WF, I, IF and all graded attempts.
- 32 credit hours of 300-level or higher courses must be completed at the Purdue University location conferring the degree.
- Complete the Global / Intercultural Requirement (ungraded) See Academic Advisor
- Complete the Professional Requirement (ungraded) See Academic Advisor
- All courses are 3 credit hours, unless otherwise designated.
- All courses are offered by Purdue, unless noted.

#### First Year (32 cr.)

##### First Semester

- Freshman Composition Selective
- CGT 11000 Technical Graphics Communications
- ENGT 18000 Engineering Technology Foundations
- ENGT 18100 Engineering Technology Foundations Lab (1 cr.)
- MET 14300 Materials and Processes I
- TECH 12000 Design Thinking in Technology

##### Second Semester

- MA 16010 Applied Calculus I
- MET 10200 Production Design and Specifications
- MET 11100 Applied Statistics
- MET 14400 Materials and Processes II
- PHYS 22000 General Physics I; OR  
PHYS-P 201 General Physics 1 (IU South Bend);  
OR

PHYS-P 221 Physics 1 (IU South Bend) (4-5 cr.)

### Second Year (32 cr.)

#### Third Semester

- ECET 22400 Electronic Systems
- MA 16020 Applied Calculus II
- MET 21100 Applied Strength of Materials (4 cr.)
- MET 21300 Dynamics
- MET 24500 Manufacturing Systems

#### Fourth Semester

- COM 11400 Fundamental of Speech Communication; OR SPCH-S 121 Public Speaking (IU South Bend)
- Programming Selective
- MET 28400 Introduction to Industrial Controls
- MET 23000 Fluid Power
- PHYS 22100 General Physics II; OR PHYS-P 202 General Physics 1 (IU South Bend); OR PHYS-P 222 Physics 2 (IU South Bend) (4-5 cr.)

### Third Year (32 cr.)

#### Fifth Semester

- Humanities Foundation Selective
- CHEM 11100 General Chemistry; OR CHEM-C 101 Elementary Chemistry 1; AND CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.) (IU South Bend)
- ENGL 42100 Technical Writing
- MET 2200 Heat/Power
- TECH/MGMT Selective

#### Sixth Semester

- MET 32000 Applied Thermodynamics
- MET 34600 Advanced Materials in Manufacturing
- STAT 30100 Elementary Statistics Methods
- Economics/Finance Selective
- Global/Professional Selective

### Fourth Year (27 cr.)

#### Seventh Semester

- MET Capstone Selective I
- COM 32000 Small Group Communication OR SPCH-S 229 Discussion and Group Methods (IU South Bend)
- IET 45100 Monetary Analysis for Industrial Decisions OR TLI 33400 Economic Analysis for Technology
- MET 31300 Fluid Mechanics
- Mechanics Selective

#### Eighth Semester

- Behavioral Social Science Outcome Selective
- MET Elective
- MET Capstone Selective II
- Technical Selective
- CAND 99100 Candidate (0 cr.)

#### 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.

## Mechanical Engineering Technology Selectives

Pictured | **Lab Technician, Mr. Holtz helps Michaela Medich and Ryan Strefling with a project.**

### Mechanical Engineering Technology Selectives

**Note** | Courses noted in BOLD are offered at the South Bend campus

#### Humanities Foundation Selective (3 cr.)

- See approved Humanities list at: <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

**Students attending the South Bend location can take the following courses**

- FINA-F 100 Fundamentals of Studio Drawing
- HIST-H 105 American History I
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

#### Freshman Composition Selective (3 cr.)

- ENGL 10600 First Year Composition
- ENGL 10800 Accelerated First Year Composition
- ENG-W 131 Reading, Writing & Inquiry I (IU South Bend)

#### TECH/MGMT Selectives (3 cr.)

- AFT 35100 AF Leadership Studies I
- AFT 36100 AF Leadership Studies II
- **ECET 38001 Global Professional Issues in ET**
- EDPS 31500 Leadership: Listening
- EDPS 31600 Leadership: Cross-Cultural
- EDPS 31700 Leadership: Mentoring
- ENTR 31000 Marketing Management for New Ventures
- MGMT 20000 Accounting Principles OR **BUS-A 201 Introduction to Financial Accounting (IU South Bend)**
- MGMT 20010 Business Accountin
- MGMT 45500 Legal Background for Business OR **BUS-L 201 Legal Environment of Business (IU South Bend)**
- MSL 20200 Leadership & Teamwork
- MSL 30100 Leadership & Problem Solving
- MSL 40100 Leadership & Management
- NS 21400 Fundamentals of Leadership
- NS 41300 Naval Leadership Management & Ethics
- **OLS 25200 Human Relations in Organizations OR TLI 15200 Business Principles for Organizational Leadership**
- OLS 27400 Applied Leadership
- OLS 36400 Tech & the Organization
- PSY 27200 Intro to Industrial-Organizational Psych OR **PSY-P 233 Industrial Psychology (IU South Bend)**
- TLI 11200 Foundations of Organizational Leadership
- TLI 21300 Project Management
- TLI 25300 Principles of Technology Strategy

- TLI 25400 Leading Change in Technology Organizations
- Approved Study Abroad Course

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### Global/Professional Selectives (3 cr.)

- ANTH 20500 Human Cultural Diversity
- ANTH 34100 Culture & Personality
- ARAB 28000 Arabic Culture
- CHNS 28000 Selected Topics on China
- CHNS 28500 Chinese Calligraphy
- COM 22400 Communicating in the Global Workplace
- COM 30300 Intercultural Communication
- **ECET 38001 Global Professional Issues In ET**
- EDPS 31600 Leadership: Cross-Cultural
- FLL 23500 East Asian Literature in Translation
- FLL 23900 Contemporary Foreign Women Writers in Translation
- FNR 48800 Global Environmental issues
- FR 33000 French Cinema
- GER 23000 German Folklore & Fairy Tales
- GER 23000 German Literature in Translation
- GER 33000 German Cinema
- HIST 30000 Eve of Destruction
- HIST 33300 Science & Technology in Western Civilization I
- HIST 33400 Science & Technology in Western Civilization II
- HIST 35000 Science & Technology in Twentieth Century World
- HIST 36000 Gender in Middle East History
- JPNS 28000 Introduction to Modern Japanese Civilization
- MGMT 45500 Legal Background for Business
- MSL 30200 Leadership & Ethics
- MUS 37800 World Music
- NS 41300 Naval Leadership Management & Ethics
- **OLS 45600 Tech & the Global Society**
- PHIL 11400 Global Moral Issues for Engineers
- PHIL 20600 Philosophy of Religion
- PHIL 29000 Environmental Ethics
- PHIL 33000 Religions of the East
- PHIL 33100 Religions of the West
- POL 23100 Introductions to United States Foreign Policy
- PSY 33500 Stereotyping & Prejudice
- PTGS 33000 Brazilian, Portuguese & African Cinema
- SOC 31000 Racial & Ethnic Diversity
- SPAN 23500 Spanish American Literature in Translation
- SPAN 33000 Spanish & Latin American Cinema
- **TECH 33000 Tech and the Global Society**
- Approved Study Abroad Course

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### Behavioral Social Science Selective (3 cr.)

- see <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

**Students attending the South Bend location can take the following courses**

- ECON-E 103 Introduction to Microeconomics

- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- POLS-Y 109 Introduction to International Relations
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems

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### Economics/Finance Selective

- CSR 3420 Personal Finance
- ECON 2100 Principles of Economics
- ECON 25100 Microeconomics
- ECON-E 103 Intro Microeconomics (IU South Bend)
- ECON-E 104 Intro to Macroeconomics (IU South Bend)
- ECON 25200 Macroeconomics
- ENTR 20000 Introduction to Entrepreneurship and Innovation

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### Programming Selective

- CNIT 10500 Introduction to C Programming
- CNIT 15501 Introduction to Software Development Concepts
- CNIT 17500 Visual Programming
- CS 15800 C Programming
- CS 15900 Programming Applications for Engineers

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### MET Elective (6 cr.)

Prerequisites are in parenthesis

- **MET 30200 CAD in the Enterprise** (MET 10200 & MET 24500)
- **MET 31100 Experimental Strength of Materials** (MET 21100, 21300, & MA 16020)
- MET 31700 Machine Diagnostics (MET 21300, Physics 2 & MA 16020)
- MET 33400 Advanced Fluid Power (MET 23000)
- **MET 34900 Stringed Instrument Design & Manuf** (MET 21100, 21300, 24500 & MA 16020)
- **MET 38200 Controls & Instrumentation for Automation** (MET 28400 & MA 16010)
- **MET 40000 Mechanical Design** (MET 10200, 23000, 28400 & 34600)
- **MET 40100 Capstone Projects I** (MET 10200, 23000, 28400, & 34600)
- **MET 40200 Capstone Projects II** (MET 40100 or ECET 43000)
- **MET 41100 Intro to the Finite Element Method** (MET 21100, 21300 & Physics 2)
- **MET 42100 Air Conditioning and Refrigeration** (MET 32000)
- MET 42200 Power Plants & Energy Conversion (MET 31300 & MET 32000)
- MET 42600 Internal Combustion Engines (MET 32000)
- MET 43200 Hydraulic Motion Control Systems
- MET 43600 Pneumatic Motion Control Systems (MET 23000)
- MET 44301 Joining Processes (MET 10200, 21400 & 34600)
- **MET 45100 Manufacturing Quality Control** (STAT 30100)
- MET 48200 Mechatronics (MET 10200, 21400, & 28400)

- MET 48600 Fundamentals of Motorsports (MET 31300 & 32000)

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### Mechanics Selective (3 cr.)

Prerequisites are in parenthesis

- **MET 31100 Experimental Strength of Materials** (MET 21100, 21300, & MA 16020)
- MET 31400 Applications of Machine Elements (MET 21100, 21300 or 11300)
- MET 31500 Ap Mech Kinematics & Dynamics (CGT 11000, MET 21300 or MET 11300)
- MET 31601 Mechanics of Machine Design (MET 21100)
- MET 31700 Machine Diagnostics (MET 21300, Physics 2 & MA 16020)

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### MET CAPSTONE I & II SELECTIVE (6 cr.)

Prerequisites are in parenthesis

- **ECET 43000 Product/Project Management** (ECET 38001 & 9-12 cr. hrs. of coursework in a technical focus area)
- ECET 43100 International Capstone Plan
- **ECET 46000 Project Design & Development** (ECET 43000)
- ECET 46100 International Capstone Execution (ECET 43100)
- ENGT 40500 Entrepreneurial Capstone I
- ENGT 40600 Entrepreneurial Capstone II (ENGT 40500)
- MET 33400 Advanced Fluid Power (MET 2300 or 33000)
- **MET 40000 Mechanical Design** (MET 10200, 23000, 28400, & 34600)
- **MET 40100 Capstone Projects I** (MET 10200, 23000, 28400, & 34600)
- **MET 40200 Capstone Projects II** (MET 40100 or ECET 43000)
- **MET 42100 Air Conditioning and Refrigeration** (MET 32000)
- MET 42200 Power Plants & Energy Conversion (MET 31300 & MET 32000)
- MET 43200 Hydraulic Motion Control Systems
- MET 43600 Pneumatic Motion Control Systems

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### Technical Selective

- See academic advisor

## Organizational Leadership

Pictured | **Michaela Medich**, OL major

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### Organizational Leadership

When you major in Organizational Leadership (OL) at Purdue, you will focus on leadership and innovation skills to be a leader for national and global technology organizations and businesses. You will grow to understand your own strengths and how they can be used in team development, human resource management, and interpersonal relationships.

The broad curricula will expose you to a variety of scenarios through team projects, group discussion and presentations. You will explore topics from innovative technology organizations, global teams, and change management and implementation. You will also take courses to understand how policies and law affect technology innovation and influence global technology and organizational leadership.

#### Interest/Focus Areas:

International leadership, Healthcare public policy, Communication, Human resources management, Innovation and entrepreneurship, Product lifecycle management, Retail management, Project management, Technology law and policy.

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#### Program Requirements

- All courses are 3 credit hours, unless otherwise designated.
- All classes are offered by Purdue, unless otherwise noted.

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#### First Year (31 cr.)

##### First Semester

- COM 11400 Fundamentals of Speech; OR SPCH-S 121 Public Speaking (IU South Bend)
- MA 15800 Precalculus–Functions and Trig
- TECH 12000 Design Thinking in Technology
- TLI 11100 Introduction to Manufacturing and Supply Chain Systems
- Written Communication Selective

##### Second Semester

- TLI 11200 Foundations of Organizational Leadership
- TLI 15200 Business Principles of Organizational Leadership
- Mathematics/Statistics Selective
- Lab Science Selective (4–5 cr.)
- Humanities Selective

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#### Second Year (30 cr.)

##### Third Semester

- ECON 21000 Principles of Economics; OR ECON-E 103 Introduction to Microeconomics (IU South Bend); OR ECON-E 104 Introduction to Macroeconomics (IU South Bend)
- TLI 21300 Project Management
- TLI 21400 Intro Supply Chain Management Technology
- TLI 25300 Principles of Technology Strategy
- Behavioral/Social Science Selective

**Fourth Semester**

- TLI 25400 Leading Change in Tech Organizations
- Science Selective
- Technology Focus Selective
- History of Science and Tech Selective
- Free Elective

**Third Year (30 cr.)****Fifth Semester**

- TECH 22000 Designing Technology for People
- TLI 31400 Leading Innovation in Organizations
- TLI 31600 Statistical Quality Control
- TLI 33400 Economic Analysis for Tech Systems
- Advanced Communication Selective

**Sixth Semester**

- TLI 31500 Innovative Product Dev and Testing
- TLI 35600 Global Technology Leadership
- TLI 41400 Financial Analysis for Tech Systems
- Technology Focus Selective
- Technology Focus Selective
- TLI Selective

**Fourth Year (30 cr.)****Seventh Semester**

- TLI 45700 Technology Policy and Law
- TLI 45800 Leadership for Comp Adv.
- TLI 48590 Organizational Leadership Capstone I
- Leadership Experiential Selective

**Eighth Semester**

- TLI 43640 Lean Six Sigma
- TLI 48595 Organizational Leadership Capstone II
- Free Elective
- Free Elective
- Globalization Portfolio (0 cr.)
- Technology Focus Selective

**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.

## Organizational Leadership Selectives

### Organizational Leadership Electives

**Note** | Not all courses are offered at the South Bend location. See academic advisor

**Written Communication Foundation Selective (3 cr.)**

- ENGL 10600 First Year Composition
- ENGL 10800 Accelerated First Year Composition
- ENG-W 131 Reading, Writing and Inquiry I (IU South Bend)

**Mathematics/Statistics Selective (3 cr.)**

- MA 16010 Applied Calculus
- MA 16100 Plane Analytic Geometry and Calculus I
- MA 16200 Plane Analytic Geometry and Calculus II
- MA 16500 Analytic Geometry and Calculus I
- MA 16600 Analytic Geometry and Calculus II
- STAT 22500 Intro Probability Models
- STAT 30100 Elementary Statistics Methods

**Humanities Foundation Selective (3 cr.)**

- See approved Humanities list at: <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

**Students attending the South Bend location can take the following courses**

- FINA-F 100 Fundamental-Studio Drawing
- HIST-H 105 American History I
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

**Behavioral/Social Science Foundational Selective**

see Behavioral/Social Science approved list <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

Students attending the South Bend location can take the following courses

- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- POLS-Y 109 Introduction to International Relations
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems

**TLI Selectives (3 cr.)**

- Any TLI course not already required.

**Lab Science Selective (4-5 cr.)**

- **Must be a lab from the approved UCC Science list** <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

**Students attending the South Bend location can take the following courses**

- BIOL-L 100 Humans and the Biological World
- CHEM-C 101 Elementary Chemistry 1
- CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.)
- CHEM-C 102 Elementary Chemistry 2
- PHYS-P 202 General Physics 2; OR
- PHYS-P 222 Physics General Physics 2

**Science Selective (3 cr.)**

- See approved UCC Science list at: <http://www.purdue.edu/provost/initiatives/curriculum/course.html>

**Students attending the South Bend location can take the following courses**

- BIOL-N 190 The Natural World
- CHEM-N 190 The Natural World
- GEOL-G 111 Physical Geology
- GEOL-G 112 Historical Geology
- GEOL-G 219 Meteorology
- GEOL-N 190 The Natural World
- PHYS-N 190 The Natural World
- PHSL-P 130 Human Biology (cannot take both BIOL-L 100 and PHSL-P 130)

**Technology Focus Selective (12 cr.)**

- See Academic advisor for course availability at the South Bend location.

**History of Science and Technology Selective (3 cr.)**

- HIST-15200 United States Since 1877; OR HIST-H 106 American History II (IU South Bend)
- HIST 33300 Science and Technology in Western Civilization I
- HIST 33400 Science and Technology in Western Civilization II
- HIST 35000 Science and Technology in the Twentieth Century World
- HIST 38001 History of United States Agriculture
- HIST 38400 History of Aviation
- HIST 38700 History of the Space Age
- HIST 49400 Science and Technology in American Civilization
- TLI 29900 Technology and Culture through History

**Advanced Communication Selective (3 cr.)**

- COM 31400 Advanced Presentational Speaking
- COM 31500 Speech Communication of Technical Information
- COM 31800 Principles of Persuasion
- COM 32000 Small Group Communication (cannot take COM 32000 and SPCH-S 229 (IU South Bend))
- COM 32400 Intro to Organizational Communication
- COM 32500 Interviewing Principles and Practice
- COM 41500 Discussion of Technical Problems
- ENGL 30400 Advanced Composition
- ENGL 30600 Intro to Professional Writing
- ENGL 42000 Business Writing
- ENGL 42100 Technical Writing

**Students attending the South Bend location can take the following courses**

- SPCH-S 223 Business and Professional Speaking (IU South Bend)
- SPCH-S 229 Discussion and Group Methods (IU South Bend) (cannot take SPCH-S 229 and COM 32000)
- SPCH-S 380 Nonverbal Communication (IU South Bend)
- SPCH-S 427 Cross Cultural Communication (IU South Bend)
- SPCH-S 450 Gender and Communication (IU South Bend)

**Leadership Experiential Selective (3 cr.)**

- OLS 49100 Internship Program
- OLS 49900 Special Topics in OLS
- TLI 45810 (1 cr.) Internship & TLI 45820 (2 cr.) Internship Seminar
- TLI 45830 Service Learning
- TLI 49800 Undergraduate Research in TLI

**Globalization Experience (0 credits)****Minimum requirements:**

1. Complete Intercultural Development Inventory (IDI) Pre and Post Tests
2. Complete Beliefs, Events, and Values Inventory (BEVI) Pre and Post Tests

3. Complete an Intercultural Knowledge and Effectiveness (IKE) component
4. Complete TLI-Approved Global Course, Faculty-Led Study Abroad, International Internship, or International Capstone/Collaborative Project

**TLI-Approved Global Courses:**

Applies to any student

- ANSC 381 Leadership for a Diverse workplace
- ANTH 20500 Human Cultural Diversity
- ANTH 21200 Culture, Food and Health
- ANTH 23000 Gender Across Cultures
- ANTH 34000 Global Perspectives on Health
- AT 22300 Human Factors for Flight Crews
- CGT 17208 Human Centered Design & Development Studio
- COM 22400 Communicating in the Global Workplace
- COM 32000 Small Group Communication; OR SPCH-S 22900
- COM 41200 Theories of Human interaction
- ECET 38001 Global Professional Issues in ET
- ENGL 41400 Literature & Culture
- EDPS 31600 Collaborative Leadership: Cross-cultural Stgs
- HIST 19500: Historical Research & Film!
- HIST 33805 History of Human Rights
- HTM 37000 Sustainable Tourism and Responsible Travel
- HTM 37200: Global Tourism Geography
- PHIL 43500 Philosophy of Mind
- POL 23500 Rich and Poor Nations
- POL 42900 Variable Title: It's a Complex World
- SOC 10000 Intro to Sociology or \*SOC 161 Principles of Sociology
- SOC 33900 Introduction to Sociology of Developing Nations
- TECH 33000 Technology and the Global Society
- WGSS 38000 Gender and Multiculturalism

**For students who are not within the demographic of the course**

- AAS 27100 Intro to African American Studies
- ANTH 37900 Native American Cultures
- ASAM 24000 Intro to Asian American Studies
- ARAB 28000 Arabic Culture
- COM 38000 Sociolinguistic Study of African American English
- HDFS 28000 Diversity in Individual and Family Life
- HIST 36600 Hispanic Heritage of the USA
- HIST 37600 History of Indiana
- HIST 37700 History & Culture of Native America
- HIST 46900 Black Civil Rights Movement
- HIST 47900 Amer. Represent. of Middle East & North Africa
- HIST 49900 History of Sexual Regulation in the United States
- POL 22200 Women, Politics & Public Policy
- POL 32600 Black Political Participation in America
- POL 36000 Women and the Law
- SOC 31000 Racial and Ethnic Diversity

- WGSS 28200 Intro to LGBT Studies
- WGSS 38300 Women and Work

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### Free Electives (9 cr.)

- Any non-remedial course offered or credit at the University not already required/being used on the plan of study.

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### 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.

## Robotics Electrical Engineering Technology

### Robotics Engineering Technology

#### Why Robotics Engineering Technology (ROET)?

This is one of three majors offered in the Purdue Polytechnic Institute for students who seek to contribute at the intersection between manufacturing, electrical, mechanical, and computing areas in primarily industrial environments.

When you major in robotics engineering technology, you will develop and apply robotic solutions to a broad range of industrial and consumer problems. Robots help people and companies be more productive and safer, and they help explore more frontiers.

A degree in Robotics Engineering Technology:

- Prepares graduates for careers in product improvement, industrial processes and plant operations.
- Application oriented coursework provides experience through course integrated lab activities.
- Strong emphasis is placed on the development of written and oral communication skills.
- Gain experience solving real-world technical problems by participation in applied research projects with Professors.
- Graduates are able to offer their employers immediate contributions as team players who have problem solving and project management experience.

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### Program Requirements

- All courses are 3 credit hours, unless otherwise designated.
- All courses are offered by Purdue, unless otherwise designated.
- 120 semester credits and a 2.0 Graduation GPA are required for the Bachelor of Science degree.
- Students must earn a "D-" or better in all courses.
- Courses at Purdue University may only be attempted a maximum of three (3) times, including W, WF, I, IF and all graded attempts.
- 32 credit hours of 300-level or higher courses must be completed at the Purdue University location conferring the degree.
- Complete the Global / Intercultural Requirement (ungraded) See Academic Advisor
- Complete the Professional Requirement (ungraded) See Academic Advisor

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### First Year (32 Cr.)

#### First Semester

- CNIT 10500 Introduction to C Programming
- ENGT 18000 Engineering Technology Foundations
- ENGT 18100 Engineering Technology Applications (1 cr.)
- TECH 12000 Design Thinking in Technology
- Materials and Processes Selective

#### Second Semester

- MA 16010 Applied Calculus I
- MET 10200 Production Specifications

- MET 11100 Applied Statics
- Freshman Composition Selective (see Academic Advisor)

**Select one of the following:**

- PHYS-P 201 General Physics 1  
Offered at IU South Bend
- PHYS-221 Physics 1 (5 cr.)  
Offered at IU South Bend

**Second Year (31-33 cr.)**

**Third Semester**

- CGT 11000 Technical Graphics Communications
- COM 11400 Fundamentals of Speech; OR  
SPCH-S 121 Public Speaking (IU South Bend)
- ECET 22400 Electronics Systems
- MA 16020 Applied Calculus II
- MET 11300 Mechanics Applications (1 cr.)
- MET 24500 Manufacturing Systems
- MFET 24800 Introduction to Robotics

**Fourth Semester**

- MET 23000 Fluid Power
- MET 28400 Intro to Industrial Controls
- Behavioral/Social Science
- Science Selective (3-5 cr.)
- Humanities Foundation Selective

**Third Year (32 cr.)**

**Fifth Semester**

- ECET 33700 Analog Signal Processing
- ECET 35501 Intro to Automotive Electronics; AND  
ECET 38502 Intro Automotive Electronics
- ENGL 42100 Technical Writing
- MFET 34400 Automated Manufacturing

**Sixth Semester**

- CHM 11100 General Chemistry; OR  
CHEM-C 101 Elementary Chemistry 1; AND  
CHEM-C 121 Elementary Chemistry Laboratory 1 (2 cr.) (IU South Bend) (3-5 cr.)
- ECET 38001 Global Professional Issues in EET
- MFET 37400 Manufacturing Integration
- STAT 30100 Elementary Statistical Methods; OR  
TLI 31600 Statistical Quality Control
- Manufacturing Selective

**Fourth Year (32 cr.)**

**Seventh Semester**

- COM 32000 Small Group Discussion
- ECET 43000 Electronic Product and Program Management
- TLI 33400 Economic Analysis for Technology
- MFET 34800 Ind. Robots/Motion Control
- Mechatronics/Controls Selective
- Professional Selective (0 cr.) See Academic Advisor

**Eighth Semester**

- ECET 46000 Project Design and Development
- Technical Elective
- Manufacturing/Controls Selective
- Free Elective
- Humanities/Social Science Elective

- CAND 99100 (0 cr.)

## Robotics Engineering Technology Selectives

### Robotics Engineering Technology Selectives

#### Science Selective

(Only courses in **BOLD** are offered at the South Bend location)

- BIOL 11000 Fundamentals of Biology I; OR  
**BIOL-L 100 Humans and the Biological World**
- BIOL 20300 Human Anatomy and Physiology
- CHM 11200 General Chemistry II
- PHYS 21900 General Physics II
- PHYS 22100 General Physics; OR  
**PHYS-P 202 Physics 2; OR  
PHYS-P 222 General Physics 2**
- PHYS 24100 Electricity and Optics

#### Technical Selective

(Only courses in **BOLD** are offered at the South Bend location)

- Any 2XXXX or higher ECET course which is not currently required on the plan of study.
- CGT 32600 Graphics Standards for Product Definition (spring)
- CGT 42300 Product Data Management (spring)
- CGT 42600 Industry Applications of Simulation and Visualization (fall)
- FNR 30100 Wood Products/Wood Processes
- IT 33000 Industrial Sales & Sales Management (cannot take if took TLI 34300)
- IT 34500 Automatic Identification & Data Capture (cannot take if took TLI 31300)
- IT 44200 Production Planning
- IT 35100 Occupational Safety & Health
- IT 38100 Total Product Maintenance (cannot take if took TLI 33620)
- IT 48300 Facility Design for Lean Manufacturing
- **MET 30200 CAD in the Enterprise**
- MET 33400 Advanced Fluid Power
- **MET 34600 Advanced Materials in Manufacturing**
- MET 43200 Hydraulic Motion Control
- MET 43600 Pneumatic Motion Control
- MGMT 45500 Legal Background for Business I
- **TLI 34300 Technical & Service Selling (cannot take if took IT 33000)**
- **TLI 31300 Tech Innovation & Integration: AIDC - Bar Codes to Biometrics (cannot take if took IT 34500)**
- **TLI 33620 Total Productive Maintenance (cannot take if took IT 38100)**
- **TLI 44275 Global Transportation & Logistics Management**
- **TLI 43530 Operations Planning & Management**

#### Manufacturing/Controls Selective

(Only courses in **BOLD** are offered at the South Bend location)

- MET 33400 Advanced Fluid Power
- MET 43200 Hydraulic Motion Control Systems

- MET 43600 Pneumatic Motion Control Systems
- MFET 29200 Projects in Automation, Robotics and Mechatronics
- MFET 39200 Advanced Projects in Automation, Robotics and Mechatronics
- **TLI 31300 Tech Innovation and Integration: AIDC - Bar Codes to Biometrics**

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### Materials and Processes Selectives

- MET 14300 Materials and Processes I
- MET 14400 Materials and Processes II

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### Mechatronics/Controls Selective

- MET 43200 Hydraulic Motion Control Systems
- MET 43600 Pneumatic Motion Control Systems
- **MET 48200 Mechatronics**
- MET 58100 Design for Mechatronics
- MFET 34800 Advanced Industrial Robotics

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### Manufacturing Selective

(Only courses in **BOLD** are offered at the South Bend location)

- AT 27200 Intro to Composite Technology
- AT 30800 Aircraft Materials Processes
- AT 40800 Advanced Aircraft Manufacturing Processes
- AT 47200 Advanced Composite Technology
- CGT 32600 Graphics Standards for Product Definition
- CGT 42300 Product Data Management
- CGT 42600 Industrial Applications for Simulation
- IT 21400 Intro to Lean Manufacturing (cannot take if took TLI 23500)
- IT 38100 Total Productive Maintenance (cannot take if took TLI 33620)
- IT 38500 Industrial Ergonomics
- IT 44600 Lean Six Sigma (Cannot take if take TLI 43640)
- IT 48300 Facility Design for Lean Manufacturing
- **MET 30200 CAD in the Enterprise**
- MET 45100 Manufacturing Quality Systems
- MFET 29200 Projects In Automation, Robotics And Mechatronics
- MFET 34200 Advanced Manufacturing Processes and Practices
- MFET 39200 Advanced Projects In Automation, Robotics And Mechatronics
- MFET 44600 Advanced Manufacturing Operations
- **TLI 23500 Intro to Lean & Sustainable Systems (cannot take if took IT 21400)**
- **TLI 33620 Total Productive Maintenance (Cannot take if took IT 38100)**
- **TLI 44275 Global Transportation & Logistics Management**
- **TLI 43530 Operations Planning & Management**
- **TLI 43640 Lean Six Sigma (Cannot take if took IT 44600)**

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### Humanities Foundational Selective

- See <http://www.purdue.edu/provost/initiatives/curriculum/course.html>
- Students attending the South Bend location can go to the following link to review how IU courses

transfer to Purdue University to meet Core Course Requirements: <http://www.purdue.edu/provost/initiatives/curriculum/documents/Retro%20and%20Transfer%20Credit%20Course%20list%205-27-14.pdf>

- FINA-F 100 Fundamentals Studio-Drawing
- HIST-H 105 American History I
- HIST-H 106 American History II
- HIST-H 113 History of Western Civilization I
- HIST-H 114 History of Western Civilization II
- MUS-M 174 Music for the Listener
- PHIL-P 110 Introduction to Philosophy
- PHIL-P 140 Introduction to Ethics

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### Behavioral/Social Science Foundational Selective

- see <http://www.purdue.edu/provost/initiatives/curriculum/course.html>
- Students attending the South Bend location can go to the following link to review how IU courses transfer to Purdue University to meet Core Course Requirements: <http://www.purdue.edu/provost/initiatives/curriculum/documents/Retro%20and%20Transfer%20Credit%20Course%20list%205-27-14.pdf>
- ECON-E 103 Introduction to Microeconomics
- ECON-E 104 Introduction to Macroeconomics
- POLS-Y 103 Introduction to American Politics
- POLS-Y 109 Introduction to International Relations
- PSY-P 103 General Psychology
- SOC-S 161 Principles of Sociology
- SOC-S 163 Social Problems

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### Humanities/Social Science Elective

- Any 2xxxx or higher course in Psychology, Sociology, English, History, Political Science, Philosophy, Anthropology, Economics, or a foreign language. Art history, art appreciation, music appreciation or theater appreciation are acceptable.

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### Free Elective

- Any non-remedial course

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### CAND 99100

Course that students must enroll when registering for the last course for the degree. There are no fees assessed for this course. No class attendance is required and no grade will be issues.

## Course Descriptions | Index

### Purdue Polytechnic South Bend

#### Course Descriptions

- | Computer Graphics Technology
- COM | Communications
- CNIT | Computer and Information Technology
- ECET | Electrical Engineering Technology
- ENGL | English
- ENGT | Engineering Technology
- MA | Mathematics
- MET | Mechanical Engineering Technology
- MFET | Mechanical Engineering Technology
- TECH | Technology
- TLI | Technology Leadership and Innovations

## Purdue Polytechnic South Bend | 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.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | COM

- **COM 32000 Small Group Communication (3cr)**  
A study of group thinking and problem-solving methods; participation in, and evaluation of, committee, and informal discussion groups. Focus on the roles, networks, and messages employed by small group communicators.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | CNIT

- **CNIT 10500 Intro to C Programming (3 cr.)**  
Students may not receive credit for both CNIT 10500 and/or 15500, and/or 15501, and/or CNIT 17500. This course is an introduction to computer programming using the "C" language. The emphasis is on structured programming principles, and understanding the basic concepts that apply to engineering problems. Among topics covered in this course are: problem solving using top down design, using flowcharts to explain the program logic, selection structure, repetition structure, bitwise operations, arrays, pointers, strings, passing arguments, and sequential files.
- **CNIT 15500 Introduction to Object-Oriented Programming (3 cr.)**  
Students may not receive credit for both CNIT 15500 and CNIT 17500. 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 15501 Intro to Software Development Concepts (3 cr.)**  
Students may not receive credit for both CNIT 15500 and/or 15501, and/or CNIT 17500, and/or

CNIT 10500. This course introduces fundamental software development concepts common to most programming languages. Topics include problem solving and algorithm development, debugging, programming standards, variables, data types, operators, decisions, repetitive structures, modularity, arrays, user interface construction, software testing and debugging. A broad range of examples will be used throughout the course to show how each programming concept applies to real life problems.

- **CNIT 17500 Visual Programming (3 cr.)**  
Students may not receive credit for both CNIT 15500 and CNIT 17500.  
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.
- **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.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | ECET

- **ECET 17700 DAQ and Systems Control (3 cr.) P:** ENGT 18000 and ENGT 18100.  
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:** ENGT 18000 and ENGT 18100 and CNIT 10500.  
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 22400 Electronic Systems (3 cr.)** Students may not receive credit for both ECET 22400 and 21400. P: MA 15800.  
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 22700 DC and Pulse Electronics (3 cr.) P:** ECET 17700 and MA 16010.  
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:** ENGT 18000 and ENGT 18100.  
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 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 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 and 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 30201 Introduction to Industrial Controls (3 cr.) P: ECET 17700 or 22400** This course examines the concepts, devices and common practices associated with control systems with a primary focus on industrial implementations. Additionally, the course provides a hierarchical examination of the implantation of control theory. Programmable logic controllers serve as the primary platform for presenting applications in interfacing and control of electromechanical and pneumatic devices. Electrical industrial safety standards are presented and emphasized throughout the course.
- **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 32700 Instrumentation and DAQ Design (3 cr.) P: ECET 17700, MA 16010, 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 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 33300 Power Electronics in Energy Systems (3 cr.) P: ECET 37600 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 33700 Analog Signal Processing (3 cr.) P: ECET 27700, MA 16010.**  
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 (3 cr.) P: ECET 27900, MA 16020.**  
The course Introductionduces 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. Course offered on a rotational basis.
- **ECET 36400 Fundamentals of Electromagnetics (3 cr.) P: ECET 27700, MA 16020, Physics II.**  
This course Introductionduces 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 37201 Continuous Control Electronics (3 cr.)**  
A study of the electronic design of the elements of closed-loop analog and digital systems. Topics include characteristics of process and servo systems, analysis and design of the electronics used to acquire the process variable; condition, transmit, and receive the signal; implement a single loop control algorithm, and provide proportional power. Several sensor types and interpretation of their static and dynamic specifications are included. Controllers employed include student designed analog, and embedded microprocessor, and commercial single loop controllers. Software is used to model components and analyze open and closed-loop systems.
- **ECET 37600 Modern Energy Systems (3 cr.) P: ENGT 18000 and 18100 or ECET 22400**  
Students may not receive credit for both ECET 27300 and 37600. This course is an Introductionduction 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 38001 Global Professional Issues in ET (3 cr.) P: ECET 27000 and 9 cr. hrs. of ECET 30000-level or higher.**  
This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to EET graduates and our global society. Information relating to personal job and career choices, resumes, and interviews are included.
- **ECET 38501 Introduction to Automotive Electronics (3 cr.) P: ECET 27700 or ECET 22400.**  
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 OBD (On Board Diagnostic) systems and emerging technologies.

- **ECET 38502 Introduction to Automotive Electronics Lab (1 cr.)** Co-requisite: ECET 38501. This course is a laboratory study of automotive electronics components and systems. The main topics are electronic circuit fundamentals, sensor characterization and signal conditioning, and actuator control.
- **ECET 38600 Building Electric Code and Standard Practices (3 cr.)** P: ECET 37600 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 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 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 Electronic Product and Program Management (3 cr.)** P: ECET 27000, ECET 38001, 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 43600 Electric Power Distribution and Smart Control (3 cr.)** P: ECET 37600 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 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 and 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.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | ENGL

- **ENGL 42100 Technical Writing (3 cr.)** P: ENGL 10600 or 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.

## Course Descriptions

### Course Descriptions | ENGT

- **ENGT 18000 Engineering Technology Foundations (3 cr.)** This course introduces School of Engineering Technology students to resources and skills that will help them to be successful in their studies and ultimately in their careers. The skills needed to define and solve technical problems in engineering technology are developed. Instruction is given in analytical and computational problem-solving techniques. Application of the software for analysis and communication is emphasized. Teamwork, global and societal concerns, and professional ethics are integrated into course projects.
- **ENGT 18100 Engineering Technology Applications (1 cr.)** Basic electrical, electronics, mechanical, and process laboratory skills are introduced, including simple troubleshooting techniques and safety practices. Relevant engineering technology projects are emphasized.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | MA

- **MA 15800 Precalculus-Functions and Trigonometry (3 cr.)** Not Available for credit toward graduation in the College of Science. Students may not receive credit for both MA 15400 and MA 15800. Students may not receive credit for both MA 15900 and MA 15800. P: Aleks Score 60. Functions, Trigonometry, and Algebra of calculus topics designed to fully prepare students for all first semester calculus courses. Functions topics include Quadratic, Higher Order Polynomials, Rational, Exponential, Logarithmic, and Trigonometric. Other focuses include graphing of functions and solving application problems.
- **MA 16010 Applied Calculus I (3 cr.)** P: Aleks Score 75; or MA 15800. Topics include trigonometric and exponential functions; limits and differentiation, rules of differentiation, maxima, minima and optimization; curve sketching, integration, anti-derivatives, fundamental theorem of calculus. Properties of definite integrals and numerical methods. Applications to life, managerial and social sciences.
- **MA 16020 Applied Calculus II (3 cr.)** P: MA 16010 This course covers techniques of integration; infinite series, convergence tests; differentiation and integration of functions of several variables; maxima and minima, optimization; differential equations and initial value problems; matrices, determinants, eigenvalues and eigenvectors. Applications.

## Purdue University College of Technology | Course Descriptions

### Course Descriptions | MET

- **MET 10200 Production Design and Specification (3 cr.)** P: CGT 11000 and MET 16200. 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 15800, MET 16200. Force systems, resultants and equilibrium, trusses, frames, beams, and shear and moments in beams are studied.
- **MET 11300 Mechanics Applications (1 cr)** P: MET 11100. Concepts of mechanics are applied to structures, machine components, and frames. Stresses and deformations resulting from axial, shear, torsional, and flexural loads are considered. Kinematics and kinetics of motion are introduced.
- **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, and MA 16010. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components.
- **MET 21300 Dynamics (3 cr.)** P: MET 11100 or MA 16010. 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 16010; MET 16200; 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; PHYS-P 201 or PHYS-P 221; MET 16200, MA 16010. 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 15800. 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 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 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 31100 Experimental Strength of Materials (3 cr.)** P: MA 16020, 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 31300 Applied Fluid Mechanics (3 cr.)** P: MA 16020.  
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: MA 16010.  
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 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 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 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 34900 Stringed Instrument Design & Manufacture**  
Credit Hours: 3.00. Concepts, knowledge, and skills in experimental mechanics, production processes, and design are integrated to manufacture a working musical instrument. Production concerns such as fixture design, process variability, and validation testing comprise key course elements.
- **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.
- **MET 40100 Capstone Projects I (3 cr.)** P: MET 10200, MET 23000, MET 28400, & MET 34600.  
This course deals with the planning for capstone projects. Methods to develop engineering requirements to meet project needs and formal design techniques are studied. Planning and design alternatives to meet cost, performance, and user-interface goals are emphasized. System tests and measurements are considered. Project planning, scheduling, and management techniques are studied. Different design approaches are compared.
- **MET 40200 Capstone Projects II (3 cr.)** P: MET 40100 or ECET 43000.  
This is the second of two courses in a capstone project sequence. Project management and system engineering methods are applied to solving an engineering problem. Permission of instructor required.
- **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 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 48200 Mechatronics (3 cr.)** P: MET 10200, MET 21400, & MET 28400  
This course covers fundamental concepts and applications of practical mechatronics. Emphasis is placed on product design and systems integration. The course involves the functional relationships between mechanical structure, sensor data, precision actuators, power resources, embedded microcontrollers, control logic, and drives. Basic concepts in mechatronics and common elements of mechatronic systems are introduced, supported by hands-on experience with components and measurement equipment used in the design of mechatronic products. A final team-based project applies this knowledge and skill to design and build a mechatronics system.

## Course Descriptions

### Course Descriptions | MFET

- **MFET 248000 Introduction to Robotics (3 cr.)**  
This course introduces the fundamental concepts of robotics with emphasis on hands-on experience in programming and application of articulated industrial robots. Topics covered include introduction of robotics, robot classifications, robot programming, end-of-arm tooling, safety considerations, automation sensors, robot and system integration, and fundamentals of kinematics.

- **MFET 29200 Projects in Automation, Robotics and Mechatronics (1-3 cr.)**  
Hours, subject matter, and credit to be arranged by faculty. Course is for supervised project development, subject to MFET curriculum subcommittee approval. Intended for lower division students. Permission of instructor required
- **MFET 30000 Application of Automation in Manufacturing (3 cr.)** P: ECET 21400 or ECET 22400, 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.
- **MFET 34200 Advanced Manufacturing Processes and Practices (3 cr.)** P: MFET 34400  
This course will address advanced manufacturing processes and practices. Topics include: the impact of product manufacturability upon manufacturing operations, concurrent engineering, rapid prototyping, nontraditional manufacturing processes, and design specifications for manufacturing tooling and machinery.
- **MFET 34400 Automated Manufacturing (3 cr.)** P: MET 24500.  
Shop floor components of computer-integrated manufacturing are explored. Emphasis is focused on current applications and programming practices of various computer automated manufacturing processes and technologies. Topics include CAD/CAM integration, computer-assisted numerical control programming for 2 ½ and 3 axis contouring, and CNC program verification.
- **MFET 34800 Advanced Industrial Robotics (3 cr.)** P: MFET 24800 & ECET 33700  
This course introduces the fundamentals of robotics with emphasis on solutions to the basic problems in kinematics, dynamics, and control of robot manipulators of serial type. It covers modeling of rigid body motion, kinematics of articulated multi-body systems, robot dynamics and simulation, sensing and actuation, robot controls, task planning, and robot operations.
- **MFET 37400 Manufacturing Integration (3 cr.)** P: MET 28400.  
The fundamentals of data communications and local area networks are taught in order to show students how to integrate modern manufacturing systems. Emphasis is on the various levels of communications between shop floor computers, PLCs, robots, and automatic identification equipment. Database technology is used as an integration tool. This course prepares students for the MFET capstone course.
- **MFET 39200 Advanced Projects in Automation, Robotics and Mechatronics (1-3 cr.)**  
Hours, subject matter, and credit to be arranged by faculty. Course is for supervised project development, subject to MFET curriculum subcommittee approval. Intended for upper division students. Instructor permission required.

## Purdue University College of Technology | Course Descriptions

### Course Descriptions | 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 (2 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.

## Purdue Polytechnic South Bend | Course Descriptions

### Course Descriptions | TLI

- **TLI 11100 Introduction to Manufacturing and Supply Chain Systems (3 cr.)**  
This course serves as an introduction to the Technology Leadership (TLI) programs. Students study the interface between technology and people, while developing strategies to lead, innovate, and solve problems in a technology-rich, systems environment. Concepts of globalization, ethical practices, and life-long learning are also explored.
- **TLI 11200 Foundations of Organizational Leadership (3 cr.)**  
A survey of individual and organizational behavioral concepts and principles that provide a foundation for leadership in technology organizations. The focus will be toward the understanding of behaviors necessary for effective organizational leadership, including concepts of work in a technology-rich environment.
- **TLI 15200 Business Principles for Organizational Leadership (3 cr.)**  
This course will introduce the topic of applied organization leadership in the context of working organizations. Topics include basic functions, structures, and operations of organizations, and an introduction to reading and understanding balance sheets, cash flow statements, and profit-loss statements.
- **TLI 21300 Project Management (3 cr.)**  
Project management is an ad hoc technique for accomplishing specialized missions or work. Examples of projects include research and development studies, consulting projects, reorganizations efforts, implementation of total quality management, installation of new equipment, advertising campaigns, construction or other one-time efforts. This course will provide a leadership approach to project management, including team development and team selection.
- **TLI 21400 Introduction to Supply Chain Management Technology (3 cr.)**  
This course is an introduction to supply chain management technology. Topics include supply chain functions including how to organize a supply chain, supply chain strategy, supply chain process mapping, and use of supply chain technologies, analysis, and performance measurements.
- **TLI 23500 Introduction to Lean and Sustainable Systems (3 cr.)**  
This course provides the foundation for technology systems processes and practices. The content covers the discussion of current systems issues, basic systems technology processes, and the role of systems engineering professionals in a global business environment. Topics include basic principles of systems thinking, the concepts of performance and cost measures, alternative design concepts, lean processes, and sustainable life-cycle management.
- **TLI 25300 Principles of Technology Strategy (3 cr.)**  
This course explores technological strategy and the innovation process from an organizational perspective. The evolutionary path of technologies is dependent upon a variety of factors that when understood can lead to sound technology leadership practices. These factors include innovative organizational processes, economic enablers, and public policies. Students will explore these factors and their interrelationships with attention to how they contribute to practices such as technological evaluation, assessment, planning, strategy, and forecasting.
- **TLI 25400 Leading Change in Technology Organizations (3 cr.)**  
This course provides a framework for creating, monitoring, and leading change within technology-rich organizations. Students will learn how to be change consultants, diagnose organizational problems, identify and implement change interventions at various outcome levels (i.e. individual, group, process, and the organization as a whole), and evaluate the success of change efforts
- **TLI 31300 Technology Innovation and Integration: Bar Codes To Biometrics (3 cr.)**  
This course provides the foundation for automatically capturing data in a system. The content covers an introduction to technology used in automatic identification and data capture systems, including: bar codes; radio frequency identification; smart cards, and biometrics. Topics also include an immersive semester project that examines the integration of these technologies, as well as advanced problem solving.
- **TLI 31400 Leading Innovation in Organizations (3 cr.)**  
This course provides the foundation for understanding the manner in which companies capture innovation and use it to set themselves apart from competitors. Topics covered include the attributes of organizations that are successful in fostering a culture of innovation; the characteristics and roles of leaders and members in innovative organizations; managerial processes and organizational systems that facilitate the successful development, commercialization, and adoption of innovative technologies, products, and services; and methods used to measure innovation-related outcomes.
- **TLI 31500 Innovative Product Development and Testing (3 cr.)**  
This course introduces the process of technological innovation and new product development from concept to commercialization. Topics covered include ideation, R&D, prototyping (design and modeling), testing for quality, the patent process, intellectual property rights, marketing and cost evaluation.
- **TLI 31600 Statistical Quality Control (3 cr.) P: MA 15800 or Math-M 125 & 126, or Math-M 115**  
This course introduces the application of statistical and probability tools to develop, implement, and maintain effective quality assurance in technology and service systems. A systems approach to product or service quality from inception to disposal is employed. Factors affecting variation in quality are

- studied. The concepts and implications of quality from a global business environment are examined.
- **TLI 33400 Economic Analysis for Technology Systems (3 cr.)** P: MA 15800 or Math-M 125 & 126, or Math-M 115  
This course examines techniques of economic analysis for systems technologists, engineers, and leaders who evaluate and determine the financial attractiveness of multiple alternatives. Emphasizes economic feasibility and applying time value of money concepts to cost-volume-profit decisions. Topics include present worth, rate of return, benefit-cost, payback, breakeven analysis, depreciation, economic optimization, and decision-making under uncertainty.
  - **TLI 33520 Human Factors for Technology Systems (3 cr.)**  
This course provides the foundation for examining the intersection of people, technology, policy, and work across technology systems. Topics include the evaluation, analysis, and design recommendations for improving the safety and efficiency of human-technology interactions.
  - **TLI 33620 Total Productive Maintenance (3 cr.)** P: Physics I, TLI 31600 or STAT 30100 or Math-K 310  
This course emphasizes the importance of effective maintenance planning and execution for efficient and economical operation of service or technology systems. A systems approach to maintenance planning is taken. Maintenance activities are discussed from reliability and productivity perspectives in the context of technology systems. Semester-long, team based research project is typically required.
  - **TLI 34200 Warehouse and Inventory Management (3 cr.)**  
A course designed to develop understanding of types of warehouses, methods of organizing the warehouse environment, and determining efficient inventory control procedures. Technology applications related to the management of warehouse and inventory stock keeping units (SKU) are investigated. Storage of inventory, placement of inventory, picking, packing, shipping, and other internal logistics management topics will be explored.
  - **TLI 34250 Purchasing and Contract Management (3 cr.)** P: TLI 21400  
This course examines the processes by which goods and services are acquired through purchasing and contract management. Topics include procurement, contract strategies, source selection, identifying contract type, product liability and risk, the bid process and response evaluation; contract risk assessment, contract negotiation, and contract law.
  - **TLI 34300 Technical and Service Selling (3 cr.)**  
A study of sales models and techniques for technical and service sales in business to business environments, including development of channel relationships, long-term sales agreements, customer relationship management efforts, total cost of ownership tools and complex sales presentations. Covers critical sales skills such as e-economy sales and marketing, lead management, building credibility, consultative selling, ethical negotiations, and sustainable product management.
  - **TLI 34350 Business To Business Sales Management (3 cr.)** P: TLI 34300  
This course covers key topics in sales management while emphasizing customer relationship management, sales productivity, and the effects of technology on the sales function. Topics include analyzing multiple channel models; establishing sales plans; incentivizing and motivating the sales force; and evaluating, monitoring, and managing the effectiveness of the sales force.
  - **TLI 35600 Global Technology Leadership (3 cr.)** P: TLI 31400  
This course examines leadership of high-tech organizations across cultures and national boundaries. Topics covered may include forging strategic alliances, negotiating contracts, meeting ISO requirements, managing a multinational workforce, identifying emerging markets, and driving innovation.
  - **TLI 41400 Financial Analysis for Technology Systems (3 cr.)** P: TLI 33400 or MGMT 20010  
The course provides students with financial tools needed by managers in technical and service fields. Topics include financial statement analysis, using common-sized statements and financial ratios; the strategic profit model; total cost of ownership; pricing for profitability; margin management; cash flow cycles; and budgeting. A corporate financial analysis project is typically required.
  - **TLI 43530 Operations Planning and Management (3 cr.)**  
A study of enterprise operations and management, demand forecasting, capacity analysis, research and development, production, personnel, and sales. Examples of the procedures necessary to provide a product or service are included. The course focuses on the tools necessary to solve problems, such as decision analysis, linear programming, transportation modeling, enterprise resource planning (ERP) systems, and forecasting models. Field trips may be required and industry-sponsored research projects are typically completed.
  - **TLI 43540 Facilities Planning and Material Handling (3 cr.)** P: MET 14300 OR MET 14400 and TLI 43530  
This course takes a systematic approach to design of facilities and material handling systems for effective and lean production of goods and services. An array of qualitative and quantitative tools and techniques are introduced and utilized, emphasizing lean principles, waste reduction, and overall efficiency of operations. Flow analysis and optimization tools, including computer simulation, are introduced. Strong emphasis is placed on a comprehensive semester-long team project as an integral component of this course.
  - **TLI 43640 Lean Six Sigma (3 cr.)** P: TLI 23500 and TLI 31600  
A study of the Lean 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; introduces quality management concepts as they pertain to the Lean Six Sigma

methodology; and provides preparation for the Green Belt Certification exam.

- **TLI 44275 Global Transportation and Logistics Management (3 cr.)** P: TLI 34200  
A study of the various aspects of logistics. The development, implementation, and control of physical transportation systems, product distribution, warehousing, and inventory policy models will be emphasized. A working knowledge of third and fourth party logistics and transportation strategies will be analyzed. The impact of logistics and transportation in the global environment will be discussed.
- **TLI 45700 Technology Policy and Law (3 cr.)**  
This course provides a foundation of understanding the broad impact of technology policies and laws on organizational performance, innovation, corporate accountability, and sustainability. Topics include corporate social responsibility, employment and contract law, intellectual property, e-commerce, and environmental and global challenges.
- **TLI 45800 Leadership for Competitive Advantage (3 cr.)** P: TLI 25300 and TLI 25400  
Organizations who consistently outperform competitors realize bottom-line impact through efficient leveraging of organizational strategy, leadership, internal and external talent acquisition, organizational culture, and marketing strategies. This course will explore the relationships between these areas and introduce organizational tools and concepts to enable the student to recognize and build capacity for sustainable competitive advantage in technology organizations.
- **TLI 48390 Technology Systems Capstone I – Design (3 cr.)** P: MET 14300 OR MET 14400 and TLI 43530  
This course takes an integrative approach to technology systems design. Product development and facilities planning, incorporating lean production of goods and services will serve as organizing themes. An array of qualitative and quantitative tools and techniques are used, emphasizing lean principles, waste reduction, and overall efficiency of operations. Flow analysis and optimization tools, including computer simulation, are introduced. Strong emphasis is placed on a comprehensive semester-long team project, integrating previous technology systems course concepts.
- **TLI 48395 Technology Systems Capstone II – Evaluate (1 cr.)** P: TLI 48390  
This course takes an evaluative approach to existing product and facility design proposals. The emphasis is on critically assessing, proposing alternative solutions or refinements, and making a final recommendation with supporting justification.
- **TLI 48590 Technology Leadership Capstone (3 cr.)** P: TLI 25300 and TLI 25400  
This course will provide the synthesis between each student's technology focus area and technology leadership. Students will apply advanced leadership knowledge and skills to technology-based problems while working in diverse teams. Topics include team leadership, integration of technologies to develop innovative solutions, and project management. Permission of Department required.

- **TLI 48800 Technology Leadership and Innovation Capstone (3 cr.)** This is an integrative course that focuses on using cross-functional teams to identify, scope, design, and propose solutions for problems that span the areas of industrial engineering technology, organizational leadership and supply chain management. Field trips may be required.

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## ROTC | Aerospace

### Aerospace Studies

#### Air Force ROTC Detachment 225

203 Pasquerilla Center | Notre Dame, Indiana | <https://afrotc.nd.edu/>

#### Faculty

- Chair and Professor | **Colonel James E. Bowen, Jr.**
- Assistant Professor | **Major James Thompson**

#### The Air Force ROTC Mission

To develop quality leaders for the Air Force.

#### About the Air Force Reserve Officer Training Corps

The Air Force Reserve Officer Training Corps (AFROTC) Detachment 225 is a premier educational and training program designed to give men and women the opportunity to become world-class leaders as Air Force officers while completing an undergraduate four-year academic degree. The AFROTC Program develops leadership and management skills students need to become effective and trusted leaders in the 21st century. In return for challenging and rewarding efforts, we offer the opportunity for advancement, education and training, and a sense of pride that comes from serving in the United States Air Force. 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.

#### Student Organizations and Activities.

All Air Force ROTC cadets are given opportunities to participate in a variety of extracurricular activities to develop their leadership skills. Activities available for AFROTC cadets include the Arnold Air Society (AAS), oriented toward service to the local community, AFROTC Career Day, Veterans Day Vigil, Junior Parents weekend, annual Flying Irish Basketball Tournament, intramural and varsity athletics, University bands and cheerleading activities as well as the Honor Guard. The Honor Guard performs at campus and community functions while developing individual drill proficiency. Foreign language programs, engineering programs, and cultural leadership studies are occasionally available during the summer.

#### Student Awards and Prizes

- **The Notre Dame Air Force Award**, and Air Force officer's sword, are presented to the top graduating senior in Air Force ROTC at detachment 225.
- **The Noël Dubé Award** is presented to the senior class Arnold Air Society member who has contributed the most to furthering the ideals and goals of the society within their University and local community.
- **The Paul Robérge Award**, named in memory of an alumnus of detachment 225, annually recognizes

the top pilot candidate in the Professional Officer's course.

- Other awards are sponsored by various local and national organizations to recognize excellence within the cadet corps.

For more information, visit the Detachment 225 [AFROTC website](#).

## ROTC | Military Science

### Military Science

#### Army ROTC

**LTC George P. Lachicotte | Chair and Professor**  
**574-631-6987 | 216 Pasquerilla Center | Notre Dame,**  
**Indiana | 46556**  
[army@nd.edu](mailto:army@nd.edu) | [ND Army ROTC Website](#)

#### Faculty

Professor | **Lieutenant Colonel George P. Lachicotte (Chair)**

Assistant Professors | **Captain Matthew T. Wheeler,**  
**Captain Timothy K. Wilson**

Instructors | **Master Sergeant Peter A. Bracket**

#### About the Military Science Program

The mission of the Army ROTC Program is to educate, train, develop, and inspire participants to become officers and leaders of character for the U.S. Army and the nation. The program does this through a combination of classroom instruction, leadership labs, and experiential learning opportunities focused on developing the mind, body, and spirit of participants. These opportunities are designed specifically to enhance character and leadership ability in the Cadets and to allow them to practice the essential components of leadership: influencing, acting, and improving. Participants become members of the Fighting Irish Cadet Battalion and complete a planned and managed sequence of classroom courses and practical exercises intended to develop each participant into what an officer must be: a leader of character, a leader with presence, and a leader of intelligence to enable them to reach their full potential as individuals and as effective leaders of groups. The program affords students an excellent opportunity to serve and focuses on the role of Army officers in the preservation of peace and national security, with particular emphasis placed on ethical conduct and the officer's responsibility to society to lead, develop themselves and others, and achieve success. The experience culminates ideally with participants earning commissions as Second Lieutenants in the Active Army, Army Reserve, or Army National Guard. As an organization committed to lifelong learning, participants may elect to pursue one of the Army's numerous opportunities for follow-on postgraduate study as well.

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 \$300-\$500 per month. Interested students should contact the Notre Dame Army ROTC scholarship and enrollment officer at (574)-631-6987 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 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.

#### Students Organizations and Activities

All Army ROTC students have the opportunity to participate in a variety of activities, to include drill team, ranger challenge team, and color guard. 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

- **The Brooks Award** | Named in memory of a student and contributor to Notre Dame Army ROTC program, a commemorative plaque and knife is presented annually to an outstanding member of the Irish Rangers.
- **Commander's Award** | A U.S. Army saber presented to the two Cadet Battalion Commanders in the Notre Dame Army ROTC program.
- **The Dixon Award** | Named in memory of an alumnus of the Notre Dame Army ROTC program, annually recognizes an outstanding senior who has exemplified highest professionalism, dedication, and service to the Fighting Irish Battalion.
- **The Haley Award** | Named in memory of an alumnus of the Notre Dame Army ROTC program, a wristwatch is presented annually to the Cadet who displays the Notre Dame Ethos of "God, Country, Notre Dame" and serves as a mentor for the junior Cadets in the program.
- **George C. Marshall Award** | An award given annually to the top Cadets in Cadet Command. Winners participate in a national seminar with some of the nation's highest ranking leaders in Washington, D.C.
- **The McKee Award** | Named in honor of an alumnus of the Notre Dame Army ROTC program, a U.S. Army saber is presented annually to an outstanding member of the Army ROTC Club.
- **The Jordan Exemplar Award** | Named in honor of a contributor to Notre Dame Army ROTC program, a U.S. Army saber is presented each year to an outstanding member of the Fighting Irish Battalion who best exemplifies the qualities of scholarship, leadership, and piety.

Numerous other awards are presented annually by various local and national organizations to recognize excellence in academic achievement and military aptitude. [Notre Dame Army ROTC Website](#)

## 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

- AS100 Foundations of the Air Force-** AS 10102 is the first/second course in the two-semester sequence for AS 100. AS 100 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.
- AS200 Evolution of the USAF Air Power-** AS 20102 is the first/second course in the two-semester sequence for AS 200. AS 200 is a course designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to extrapolate the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension: e.g., Principles of War and Tenets of Air and Space Power. As a whole, this course provides the students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, the students will be inculcated into the Air Force Core Values, with the use of operational examples and will conduct several writing and briefing assignments to meet Air Force communication skills requirements.
- AS 300 Air Force Leadership Studies-** AS 30102 is the first/second course in the two-semester sequence for AS 300. AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, 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 practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.
- AS400 National Security Affairs-** AS 40102 is the first/second course in the two-semester sequence for AS 400. AS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest 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. Within this structure, continued emphasis is given to refining communication skills.
- Leadership Laboratory (4 levels for each grade | Freshman, Sophomore, Junior, Senior)-** Leadership Laboratory (LLAB) is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the detachment commander and operations flight commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning: 1) Initial Military Training (IMT) cadets, 2) Field Training Prep (FTP) cadets, 3) Intermediate Cadet Leaders (ICL), and 4) Senior Cadet Leaders (SCL). Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS 100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program.

As a complement to AS 200, Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS 200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment.

Complementing AS 300 courses are the Intermediate Cadet Leaders (ICL) who are cadets returning from field training. ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.

Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS 400 cadets complementing AS 400 courses). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose ROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

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**MIL-G 111 Military Science and Leadership 101- Introduction to the Army and Critical Thinking (1 cr.)** Introduces you to the personal challenges and

competencies that are critical for effective leadership and communication. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As you become further acquainted with MIL-G 111, you will learn the structure of the ROTC Basic Course program consisting of MIL-G 111, 112, 211, 212, Fall and Spring Leadership Labs, and Cadet Initial Entry Training (CIET). I

**MIL-G 112 Military Science and Leadership 112- Introduction to the Profession of Arms (1 cr.)**

Introduces you to the professional challenges and competencies that are needed for effective execution of the profession of arms and Army communication. You will explore the seven Army Values and the Warrior Ethos, investigate the Profession of Arms and Army leadership as well as an overview of the Army, and gain practical experience using critical communication skills. Through this course, you will learn how Army ethics and values shape your Army and the specific ways that these ethics are inculcated into Army culture. II

**MIL-G 211 Military Science and Leadership 211- Leadership and Decision Making (2 cr.)** Leadership and Decision Making is a critical component of the Army ROTC Basic Course which consists of Freshman and Sophomore year academic classes and Leadership Labs. MSL 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and multiple leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises. MIL-G 211 develops knowledge of the leadership attributes and core leader competencies through understanding of Operations Orders, Tactical Decision Making, and the Troop Leading Procedures. Case studies will provide a tangible context for learning the Soldier's Creed and Warrior Ethos. I

**Military Science and Leadership 212- Army Doctrine and Team Development (2 cr.)** Army Doctrine and Team Development is the final element of the Army ROTC Basic Course which consists of Freshman and Sophomore year academic classes, Leadership Labs, and Cadet Initial Entry Training (CIET). MIL-G 212 is an introduction to military tactics. The course highlights the impact of terrain analysis to tactical situations, Army Warfighting Functions, and provides an introduction to Unified Land Operations as well as continued instruction of the orders process. Aspects of leadership and team building are practiced through the scope of military operations through multiple decision making vignettes and scenarios. MIL-G 212 prepares Cadets for progression into the Army ROTC Advanced Course. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. Case studies will provide a tangible context for developing insights into effective integration of basic military doctrine/tactics during military operations. II

**Military Science and Leadership 311- Training Management and the Warfighting Functions(3 cr.)**

MIL-G 311 is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values, Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading squads and platoons in the execution of missions during a classroom practical exercise, leadership lab, or field training exercise. You will be required to write peer evaluations and receive feedback on your abilities as a leader. You will improve the leader skills that will further develop you into a successful officer. This course includes reading assignments, homework, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets. Successful completion of this course will help prepare you for the Cadet Leader Course (CLC), which you will attend in the summer at Fort Knox, KY. I

**MIL-G 312 Military Science and Leadership 312- Applied Leadership in Small Unit Operations (3 cr.)**

MIL-G 312 balances adaptability and professional competence building on the lessons introduced in MSL311. Various platoon operations are stressed in order to familiarize Cadets with material they can expect to execute during Cadet Summer Training.

Adaptability concepts introduced include analysis of complex problems, creating solutions that exhibit agile and adaptive thinking, analysis of the situational environment, and formulation of solutions to tactical and organizational problems. This is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and Ethics, Personal Development, and small unit tactics at the platoon level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a squad or platoon in the execution of a mission during a classroom practical exercise, a leadership lab, or during a leader training exercise. You will be required to write peer evaluations and receive feedback on your abilities as a leader and how to improve those leader skills that will further develop you as a successful officer. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, a mid-term exam, and a final exam. You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your instructor, other ROTC cadre, and MSL IV Cadets who will evaluate you using the Cadet Officer Evaluation System (OES). Successful completion of this course will help prepare you for the ROTC Cadet Leader Course (CLC), which you will attend in the summer at Fort Knox, KY. II

**MIL-G 410 Military Leadership Lab I (0 cr.)** As part of the program Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning, executing training events, attending guest lectures, and discussing moral and ethical situations faced by officers in the United States Army. I

**MIL-G 410 Military Leadership Lab II (0 cr.)** As part of the program Military Leadership Lab provides students with hands on experience with leadership. This is accomplished through planning, executing training events,

attending guest lectures, and discussing moral and ethical situations faced by officers in the United States Army. II

**MIL-G 411 Military Science and Leadership 411–The Army Officer (3 cr.)** MIL-G 411 develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing performance feedback to subordinates. You are given situational opportunities to assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare you to make the transition to becoming Army officer. During your MSL IV year you will take an active leadership role in the battalion. Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment. You will identify responsibilities of key staff, coordinate staff roles, and use battalion events to teach, train, and develop subordinates. At the conclusion of this course, you will be able to plan, coordinate, navigate, motivate and lead a platoon in a future operational environment. Successful completion of this course will assist in preparing you for your Basic Officer Leader Course and is a mandatory requirement for commissioning. I

**MIL-G 412 Military Science and Leadership 412–Company Grade Leadership (3 cr.)** MIL-G 412 develops student proficiency in the application of critical thinking skills pertaining to Company Grade leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that will evaluate your comprehensive knowledge of MIL-G 100-400 coursework, academic classes, Leadership Labs, and the Cadet Leader Course Training received at Fort Knox, KY. During your MSL IV year you will take an active leadership role in the battalion, and you will be assessed on leadership abilities during classroom, Leadership Labs, and Leader Development Exercises (LDX). Both your classroom and battalion leadership experiences are designed to prepare you for your first unit of assignment.

Successful completion of this course will assist in preparing you for your Basic Officer Leader Course and is a mandatory requirement for commissioning. 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.